



# Junior Raiders

## **West Elementary Student Handbook 2017-2018**

**Amy R. Flinn, Principal**  
**Diane Umscheid, Administrative Assistant**

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## USD 320 - WAMEGO

### **Notice of Non-discrimination**

Wamego USD 320 does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Tim Winter, Superintendent, 504 Coordinator, and Title IX Coordinator  
1008 8<sup>th</sup> Street  
Wamego, KS 66547  
(785) 456-7642  
[wintert@usd320.com](mailto:wintert@usd320.com)

### **Section 504 Grievance Procedure**

It is the policy of Wamego USD 320 not to discriminate on the basis of disability. Wamego USD 320 has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal financial assistance. The Law and Regulations may be examined in the office of Tim Winter, 785-456-7642, Section 504 Coordinator, who has been designated to coordinate the efforts of Wamego USD 320 to comply with Section 504.

Any person who believes he or she has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for Wamego USD 320 to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

#### **Procedure:**

- Grievances must be submitted to the Section 504 Coordinator within 10 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Section 504 Coordinator (or her/his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Section 504 Coordinator will maintain the files and records of Wamego USD 320 relating to such grievances.
- The Section 504 Coordinator will issue a written decision on the grievance no later than 30 days after its filing.
- The person filing the grievance may appeal the decision of the Section 504 Coordinator by writing to the Board of Education within 15 days of receiving the Section 504 Coordinator's decision. The Board of Education shall issue a written decision in response to the appeal no later than 30 days after its filing.

- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S. Department of Health and Human Services, Office for Civil Rights.

Wamego USD 320 will make appropriate arrangements to ensure that disabled persons are provided other accommodations, if needed, to participate in this grievance process. Such arrangements may include, but are not limited to, providing interpreters for the deaf, providing taped cassettes of material for the blind, or assuring a barrier-free location for the proceedings. The Section 504 Coordinator will be responsible for such arrangements.

**Introduction to Handbook**

It is understood that the school principals, or their designees, shall have the discretion to modify the provisions contained in the student handbook in a manner that they deem to be appropriate to the circumstances to which they are applying said provisions. Neither principals nor their designee have the authority to change or modify those provisions stated in the student handbook that are established by state or federal laws or regulations.

**Board of Education Members and District Administration**

Rob Adams	785-456-2424	Nicolette Zeigler	785-410-1121
Ryan Hargitt	785-456-6768	Michele Johnson	785-456-7158
Amy Schwein	785-456-8014	Rob Pettay	785-456-7326
Bruce Coleman	785-458-5858		

Superintendent: Tim Winter  
 Director of Instructional Services: Dr. Mary Kaye Siebert  
 Special Education Cooperative Director: Chris Cezar

**USD 320 Mission Statement**

Wamego USD 320 school district's mission is to provide a challenging learning environment that encourages high expectations for academic success and personal growth for all students.

**USD 320 Vision Statement**

Together, we will provide opportunities for every child to reach his or her potential in order to become more than he or she ever hoped to be. We will focus our efforts on ensuring that all students learn, building a collaborative culture and establishing a focus on results.

**USD 320 Collective Commitments**

- We are committed to each of the five goals as identified in the USD 320 Strategic Plan.
- We are committed to professional learning communities (PLCs) as the means of continuous school improvement.
- We are committed to continuous and demonstrable systemic improvement and believe this is the primary way an organization meets its mission and vision.
- We are committed to providing learning environments in our schools so that each child's educational needs are frequently assessed and action is taken based on that assessment.
- We are committed to regularly using data to guide change and improvement.

- We are committed to providing students with a rigorous and relevant curriculum needed for effective learning for all students.
- We are committed to supporting teachers in their endeavor to provide high quality instruction.
- We are committed to effective leadership whereby leaders listen carefully, anticipate future needs, and work to engage others in leadership initiatives to shape necessary changes.

## **USD 320 Goals**

### **GOAL# 1:**

USD 320 will provide a safe and supportive environment for our students in order to prepare them academically, socially, and emotionally for success in the work environment, college and university studies, and citizenship in the 21st century.

- Continue to close student achievement gaps as measured on the following assessments:
  - Measures of Academic Performance (MAP) assessments
  - Kansas assessments
  - ACT
- Strengthen the MTSS interventions in all schools
- Investigate and plan for adjustments to current curriculum maps (K-12) in order to align to Common Core State Standards (CCSS) for math and English Language Arts and Literacy in History/Social Studies, Science & Technical Subjects
- Support current Career Pathway courses and increase additional pathways at WHS
- Continue to research and implement effective grading practices
- Continue to research and implement effective instructional strategies
- Investigate ways to promote a growth mindset regarding intelligence in teachers and students

### **GOAL #2:**

USD 320 recognizes that the teacher is the most critical component in a child's learning; therefore, teachers will be supported in their endeavor to provide high quality instruction.

- Seek the highest quality teacher candidates for hire in our schools
- Examine and implement strategies to retain high quality teachers in our schools
- Provide high quality mentor experiences for new teachers to our school district via the Teacher to Teacher Mentor Program
- Provide teachers with opportunities for professional development to increase instructional quality
- Strengthen the use the Professional Learning Community (PLC) model and processes currently in place in all schools
- Strengthen the MTSS interventions in all schools

### **GOAL #3:**

USD 320 will provide the necessary technology and technology resources in the development of the 21st century learner.

- Evaluate/assess current technology resources and staff to support curriculum and instruction as well as operational needs

- Develop a coordinated and district wide USD 320 Technology Plan that will provide coherent vision and strategic direction for technology decision-making

**GOAL #4:**

USD 320 recognizes the value in developing and maintaining reciprocal partnerships with our community.

- Develop a district advisory council consisting of community and USD 320 district individuals to dialogue for the purpose of building relationships and increasing understanding of district issues/needs and identifying resources available in partnership
- Continue to strengthen the USD 320 website in order to communicate the district's academic goals and academic/extracurricular accomplishments
- Strengthen USD 320's collaborative relationship with institutions of higher education for teacher and student improvement
- Maximize the utilization of resources in our community to support the district's goals for improvement

**GOAL #5:**

USD 320 recognizes the need for well-maintained school facilities, and a safe and supportive environment for students, staff, volunteers, and patrons.

- Implement a flexible long-range facilities plan that includes consideration of changing demographics, future building needs, and possible community partnerships
- Maintain facilities to provide an appropriate learning environment for students and staff
- Review and revise the USD 320 Crisis Plan

**District Curriculum**

Curriculum for Wamego USD 320 is adopted by the Board of Education upon the recommendation of district curriculum committees. Curriculum in Grades 3-5 includes the areas of communications (reading and language arts), mathematics, science, social studies, library, art, music, physical education, technology, character education, and health and human sexuality education. All curriculum is written with specific outcomes for students. Parents are encouraged to review the curriculum outcomes which are available in the principal's office. Specific concerns regarding the curriculum should be directed to the teacher and principal.

**School Improvement**

West Elementary is fully accredited by the Kansas State Board of Education. Parents are encouraged to review West's School Improvement Plan available in the school office. It is the responsibility of the Site Council to monitor the School Improvement Plan, the guiding document for accreditation, which targets the areas of reading, writing, and math.

To learn more about how West Elementary has performed on specific targets in the areas of reading, writing, mathematics, and science, and for other pertinent data related to our performance as a school, go to the Kansas State Department of Education website at <http://online.ksde.org/rcard/> and access our Building Report Card.

### **Learning Walks**

The building principal will conduct frequent "Learning Walks" in all classrooms to identify areas of need for professional development for staff, improve instruction, and provide timely and meaningful feedback to teachers. The USD 320 Learning Walk tool was created through a collaborative effort of our administrative team after a year of professional development and calibration of our adopted tool. The purpose of a Learning Walk is not to evaluate teacher performance. Rather, its purpose is to gather data to make informed decisions on the instructional needs of our teachers, as well as to provide the necessary support to teachers to help them continue to grow in our profession.

## **WEST ELEMENTARY SCHOOL PROFESSIONAL LEARNING COMMUNITIES**

West Elementary School has embraced the Professional Learning Communities model for school improvement. The three "big ideas" of a PLC are a focus on learning, collaboration, and a focus on results. Every teacher is a member of at least one PLC team that will meet regularly to address curriculum, instruction, and assessment issues with a focus on learning and results. In addition to weekly team meetings, vertical team meetings across grade levels will also be organized to ensure continuity from building to building and grade level to grade level.

### **West Elementary Mission Statement** (*Why do we exist?*)

The mission of West Elementary is to encourage and assure learning and growth for all through a global community of support.

### **West Elementary Vision Statement** (*What do we want to become to accomplish our purpose?*)

Our vision is to work collaboratively to provide a safe, positive learning environment. We will implement a rigorous and relevant curriculum to meet our students' needs for today, tomorrow, and the future.

### **West Elementary Collective Commitments** (*How will we behave to create the school that will achieve our vision?*)

- We will provide a safe, inviting environment for all.
- We will keep our students' needs and learning first.
- We will establish a culture where effort, perseverance, practice, and failure are necessary to the learning process.
- We will work with our families and community to achieve our school's mission.
- We will effectively collaborate using agreed upon norms and team-developed SMART goals.
- We will create and implement a standards-based curriculum that focuses on best practice, research-based strategies, and 21st Century learning skills.
- We will use data to guide educational decision-making for student growth.

### **West Elementary Goals**

Each PLC team will create their own S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely). Teams will present their S.M.A.R.T. goals to the faculty each year and will report on progress toward these goals.



### **West Elementary PLC Leadership Team**

West Elementary has established a PLC Leadership Team to allow teachers the opportunity to have a voice in the decision-making processes in our school related to student and staff learning.

Membership on the PLC Leadership Team is voluntary and those participating will be expected to adhere to the following norms and purpose established by the PLC Leadership Team.

### **West PLC Leadership Team Norms**

We will model the PLC framework with our colleagues by being

- supportive
- encouraging
- collaborative

We will show respect by...

- being prepared and beginning and ending on time
- actively listening
- focusing on open, honest, and productive conversations
- honoring the will of the group

### **Purpose of the West Elementary PLC Leadership Team**

The purpose of the West Elementary PLC Leadership Team is to

- promote shared leadership by identifying and addressing the needs of the building community.
- be the vanguard of decision-making in the interest of making our school the best place it can be for students and staff
- guide the PLC process and communicate decisions to staff related to student growth

## **WELCOME TO WEST ELEMENTARY SCHOOL**

### **Contact Information**

School address: 1911 Sixth Street, Wamego KS 66547

School Office: 785-456-8333

School Fax: 785-456-7267

School Website: [www.usd320.com](http://www.usd320.com); The website is a valuable informational tool for parents!

## **SCHOOL BUSINESS**

### **Admission Requirement (Policy JBC)**

All resident students shall be admitted to attend school in the district unless they have been expelled. A resident student is any child who has attained the age of eligibility for school attendance and lives with a parent or a person acting as a parent who is a resident of the district.

Non-resident students are those who do not meet the definition of a resident student. Out of district students may enroll in USD 320 at the same time that other students enroll for the coming school year, but are not officially added to the school roster until formal approval is established. A copy of the procedure page shall be given to the parent/guardian as part of the enrollment process.

**For the 2017-2018 school year, enrollment for out of district students is closed, unless**

**grandfathered in by being currently enrolled in the district, a sibling of a student currently enrolled, a staff member's child, or a child of someone who owns land and pays taxes in the district.**

All students enrolling in the district for the first time shall provide required proof of identity. Students enrolling in Kindergarten or first grade shall provide a certified copy of their birth certificate or other documentation, which the board determines to be satisfactory. Students enrolling in grades 2-12 shall provide a certified transcript or similar pupil records.

The enrollment documentation shall include a student's permanent record card with a student's legal name as it appears on the birth certificate, or as changed by a court order and the name, address, and telephone number of the lawful custodian. The records shall also provide the identity of the student as evidenced by a birth certificate, copy of a court order placing the student in the custody of Kansas Social and Rehabilitation Services, a certified transcript of the student, a baptismal certificate or other documentation the board considers satisfactory.

#### **Transfers from Non-Accredited Schools (Policy JBC)**

The principal will place students transferring from non-accredited schools initially after consultation with parents or guardians and guidance personnel. Final placement shall be made by the principal based on the student's documented past educational experiences and performance on tests administered to determine grade level placement.

#### **Student Information Form**

Each year, during enrollment, parents must complete a student information form including:

- name(s), phone number(s), email address(es) and address of the student's parent(s)/guardian(s);
- name of individual(s) to contact in case of emergency;
- name of the student's physician; and
- description of any medical conditions of which the staff needs to be aware.

This information is kept on file and made part of the student's record.

#### **Address/Phone Number Change**

Please notify the school office immediately if any of the following change (Only appropriate school staff will have access to unlisted numbers.):

- phone numbers for home or parents' work
- mailing or street address
- emergency contacts
- email address

#### **Student Fees (Policy JS)**

Building principals shall be authorized to collect fees approved by the Board of Education or to seek restitution for any school property lost, damaged or destroyed by a student. A fee schedule shall be distributed at enrollment to all parents.

## **Refunds**

Students enrolling in Wamego Schools will be required to pay the full textbook fees and other class fees if enrolling during the first semester of the school year. If the student is enrolling during the second semester, textbook and other class fees will be charged at 50%.

If the student withdraws from attending school at USD 320 after September 1, no fees associated with enrollment will be returned. If the student withdraws from classes prior to September 1 of the current school year, fees will be returned at 100%. If a student withdraws from school, all unused monies paid for lunch and/or milk will be returned in full.

- 1<sup>st</sup> semester - full fee for textbook and other classes will be charged - no refunds if student withdraws from class after September 1.
- 2<sup>nd</sup> semester - 50% of textbook and other classes will be charged- no refunds.
- Unused milk and lunch fees paid will be refunded 100%.

## **Request for Student Records**

- A student moving to a new school outside the district will have his/her records forwarded upon request of records from the receiving school.
- All student records shall be treated as confidential and primarily for local school use unless otherwise stipulated.

Under the provisions of the Family Educational Rights and Privacy Act (FERPA), parents or students and eligible students (those who are 18 or older) are afforded various rights with regard to educational records which are kept and maintained by the school. In accordance with FERPA, you are required to be notified of those rights, which include:

- The right to review and inspect all of your educational records, except those which are specifically exempted.
- The right to prevent disclosure of personally identifiable information contained in your educational records to other persons with certain limited exceptions. Disclosure of information from your educational records to other persons will occur only if:
  - We have your prior written consent for disclosure
  - The information is considered directory information and you have not objected to the release of such information; and
  - Disclosure without consent is permitted by law.
- The right to request that your educational records be amended if you believe the records are misleading, inaccurate, or otherwise in violation of your rights. This right includes the right to request a hearing at which you may present evidence to show why the record would be changed if your request for an amendment to your records is denied in the first instance.
- The right to file a complaint with the Family Policy and Regulations Office at the U.S. Department of Education if you believe USD 320 has failed to comply with FERPA's requirements. The address of this office is 400 Maryland Ave. SW, MES, Room 4074, Washington, D.C. 20202.
- The right to obtain a copy of USD 320 Policies for complying with FERPA. A copy may be obtained from the Clerk of the Board, USD 320, 1008 8<sup>th</sup> Street, Wamego, KS 66547, 785-456-7643.

**Directory Information (Policy JRB)**

For purposes of FERPA, USD 320 has designated certain information contained educational records as directory information, which may be disclosed for any purpose without your consent.

Directory information categories include the following: the student's name, address, telephone number (unless designated as an unlisted number), picture, parent or guardian, date and place of birth; major field of study; weight, height, participation in and eligibility for officially recognized activities and sports; dates of attendance or grade placement; honors and awards received; and the most recent educational agency or school attended by the student.

You have a right to refuse to permit the designation of any or all of the above information as directory information. If you refuse, you must file written notification to this effect with USD 320 addressed to the Clerk of the Board, USD 320, 1008 8<sup>th</sup> Street, Wamego, KS 66547 on or before September 1, 2016. If refusal is not filed, USD 320 assumes there is no objection to the release of the directory information designated.

As per federal law (FERPA), our district has to notify parents of their rights regarding the videotaping of their child. Parents have the right to refuse to allow their child to be videotaped for broadcast purposes. Please contact your child's school, in writing, if you do not want your child videotaped and then broadcast on our local public television station.

**THE SCHOOL DAY**

**\*\*\* School Starts at 8:05 a.m. and dismisses at 3:20 p.m. \*\*\***

**School Day Information**

Breakfast Served: 7:45 a.m. - 8:00 a.m.  
Lunch Period: 40 minutes

**Bell Schedule**

First Bell: 8:00 a.m.  
Tardy Bell: 8:05 a.m.  
Bus Bell: 3:15 p.m. (first set of bus students load buses)  
Final Bell: 3:20 p.m. (all students dismissed)

Students (other than those eating breakfast) should arrive as close to 8:00 a.m. as possible. Students (other than students riding buses) should not arrive to school prior to 7:45 a.m. There will be no teachers on duty until this time.

**Arrival/Dismissal**

Parents will drop off students on the south side of 6<sup>th</sup> Street with direct access to the sidewalk. Parents need to pull up as close as possible to the curb and be aware of traffic and buses coming from the West. Students may get out of their parents' vehicles at any point along the sidewalk on 6<sup>th</sup> street to keep traffic flowing. Parents should not pull past the yellow no parking zone located prior to the school entrance to allow the buses plenty of room to make the turn. Please do not drop students off on the north side of the street or pick them up on the north side.

Parents that pick their child up from school will also do this on the south side of 6<sup>th</sup> street. Students will walk up the hill to meet parents/guardians. Adult supervision will be provided by school staff. All students should be picked up at dismissal time of 3:20pm.

Parents that need to come into the school building may park their vehicles in the school parking lot. Please always give the buses the right-of-way. Always park your vehicle in a marked parking stall if you need to come to into the school. Never park next to the entrance curb or parking lot curb. Also, please do not park in the reserved handicapped parking stalls, unless you have a handicapped tag.

### **Walking To and From School**

- Parents are requested to help students arrive at school on time, but not before 7:45am.
- Walkers must cross the street in crosswalks even when escorted by an adult.
- Walk on the left side facing oncoming traffic when there are no sidewalks.
- Cross only at intersections and crosswalks.
- Refuse to enter or approach strange automobiles.
- Proceed directly to school or home before beginning to play.
- Respect private property, lawns, shrubs, fences, etc., along the route to and from school.
- Please, no skateboards are to be used as transportation to West Elementary.
- Students may ride bicycles, but are encouraged to wear helmets and to use a bicycle lock at one of the provided bicycle racks on our campus.

### **Breakfast and Lunchroom**

The lunchroom is intended to provide a pleasant dining experience for students similar to that of home and/or of eating outside the home. Appropriate manners will be taught and reinforced during the lunch period. While in the lunchroom, students should adhere to the following guidelines:

- Talk quietly to others and remain seated while eating.
- Listen for and follow directions of the lunchroom aides, teachers, or principal.
- Do not trade food.
- Remain quiet in the hallways as you enter the lunchroom. Students not obeying this rule will go to the end of all lines.
- Walk when exiting the lunchroom and building.
- Notify an adult immediately if someone is choking.
- Students who choose not to follow any of the rules will be given natural consequences.

### **Food Service (Policy JGH)**

Free or reduced priced meals shall be provided for students who qualify under state and federal rules and regulations. The eligibility forms, rules, and regulations governing this program shall be provided by the administration to students or their parents.

The school meal program for USD320 is designed to provide students with breakfasts and lunches that meet the nutritional needs of students at a reasonable price. All school meals meet the guidelines as mandated by the Healthy Hunger Free Kids Act.

- Breakfasts and lunches are available every full day of school. Students may choose skim chocolate, skim white, or 1% white milk at every meal. Water is made available, free of charge, in every school in the lunchroom.
- Meals must be paid for in advance. Parents are responsible for maintaining a positive account balance. Payments may be made by sending a clearly labeled check to the school or with your student, with a credit card in the school office, or online at [www.myschoolbucks.com](http://www.myschoolbucks.com).
  - Each student has one meal account which is used for breakfast and lunch.
  - The Point of Sale software does not allow for family accounts, but money can be transferred from one student to another by contacting the Food Service office at 456-2214 Ext. 5020.
- Parents or other family members are welcome to eat with their student. The school must be notified by 8:30a.m. the morning you are planning on eating with your student-no exceptions.
- All scratch food production takes place at the High School. The meals served at the elementary schools are transported in special hot carts prior to serving.
- Home prepared lunches are permitted. These lunches should be sent in containers that students can easily manage on their own. Lunches should meet the nutritional needs of the individual. Candy, gum, and pop are not allowed.
- Microwaves are not available at the elementary schools.
- Frequently asked questions are answered on the District website, Food Service page: <http://www.usd320.com/Programs/FoodService/documents/FoodServiceFAQ.pdf>

### **Information about MySchoolBucks**

You can monitor your student's school meal account by setting up a free account at [www.myschoolbucks.com](http://www.myschoolbucks.com). You will need your student's state ID#, which can be supplied to you by the school office or the Food Service office. In addition to checking your student's meal balance online, parents may use their VISA or Mastercard to make an online payment.

### **Meal Accounts**

Meal policy and information can be located on the district website at

<http://www.usd320.com/Programs/FoodService/documents/Charging%20Policy.pdf>.

It is our policy to never deny a student a meal. We recognize that students who are hungry do not perform as well in the classroom. Parents are notified via email when student accounts reach a low balance of \$10.00 (or called, if no email is provided). Parents are also notified via email when student accounts reach a negative amount. In addition, all Middle School and High School students are verbally told that they need to bring lunch money once they have a negative account. Parents will be notified via letter when student accounts drop below -\$25.00. If a student account reaches -\$50.00, the account will be turned over to the District Office for collection. Students at the Middle School and High School lose their ala carte privileges when they have a negative account. They can continue to use their account for a school meal, but not ala carte purchases. If you are having financial difficulty, please complete and submit a free/reduced meal application.

### **Dress Code (Policy JCDB)**

Neatness, decency, and good taste are emphasized as guidelines for the dress code. The principal shall make the final determination regarding the appropriateness of the student's appearance.

Students who are inappropriately dressed will be required to change their clothing. Students will

not wear hats in the building. Parents are encouraged to monitor their children's clothing choices, especially during the colder winter months. Shorts are not appropriate when we have freezing temperatures and appropriate outerwear is encouraged (hats, coats, gloves, etc.) during these times. During warmer weather, shorts and sleeveless tops are permitted, as long as they are in good taste and not too revealing.

### **Lockers (Policy JCAB)**

Lockers in the district schools shall be under the supervision of the building principal and assigned to the student to store necessary school materials and clothing. West Elementary lockers will not be locked at any time. The principal may search any locker at any time without notice to the student to whom the locker is assigned, if there is reason to believe the locker contains matter prohibited by law or school regulations.

### **Textbooks (Policy IF)**

Textbooks that are checked out to students become their responsibility. Any lost textbooks or damage done to school textbooks will result in a fine assessed in accordance with the damage done and/or the cost of a new book.

### **Computer Usage (Policy IIBG)**

Use of or access to district computers and computer software is limited to district employees and students. Use of computers is for the performance of official and approved assignments only. Use of district computer equipment or software for personal student projects is prohibited without prior permission of the teacher or building principal.

Students shall have no expectation of privacy when using district email or computer systems. Email messages shall be used for approved educational purposes. Students must use appropriate language in all messages. Students are expected to follow the guidelines approved by teachers or the administration when using the system.

Any email or computer application or information in district computers or computer systems is subject to monitoring by the staff and/or administration. The school retains the right to duplicate any information created by students in a computer system or on any individual computer. Students who violate these rules, or any other classroom rules relating to computer use, are subject to disciplinary action up to and including suspension from school.

### **One to One Technology Initiative: iPad Guidelines for PreK-5**

West students will have access to an iPad in his/her classroom. We will be using it in many aspects of our learning.

PreK: There will be a classroom set of 5 iPads.

Grades K-5: There will be 1 iPad for every student.

iPads will stay at school. Students have no expectation of privacy when using a school iPad. Students will provide their assigned iPad for inspection at any time requested by a school official. iPad use and contents will also be monitored remotely; this refers to the Mobile Device Management (MDM) being able to take inventory of the apps and internet usage.

***Student Rules for iPad Use:***

Students will be expected to follow our iPad Rules. If students follow the rules, there should be very few accidents or mishaps with the iPads. Rules are as follows:

- I will not have food or drinks near the iPad.
- I will follow the teacher's directions when using the iPad.
- I will make wise learning choices when using the iPad.
- I will know where my iPad is at all times.
- I will handle my iPad, case, and accessories with care and I will protect the screen.
- I will sit while using the iPad, unless directed differently by my teacher.

***Important Information for Parents:***

USD 320 Schools recognizes that with the implementation of the iPad initiative, there is a need to protect the investment both by the district and the student/parent. The student/parent will be charged a fee for any needed repairs, other than normal wear and tear, not to exceed the replacement cost of the iPad. The protective cases provided with the iPads have sufficient padding to protect the iPad from NORMAL treatment and provide a suitable means for transporting the device within the school.

***Accidental Damage Fee:***

The student and/or the student's parents will be responsible for any damage to the device over normal wear and tear. School administration has the authority to adjust the accidental damage fee up or down depending on the price to repair the device. The teacher/student must complete a written report stating the details of the accident and submit it to the building principal.

School administration will make the final determination as to whether the damage was accidental or not.

***Intentional Damage, Gross Negligence, Lost iPad, Theft, Vandalism and Criminal Acts:***

The Accidental Damage Fee does not cover damage caused by the following:

- failing to use the required protective case
- intentionally marking, defacing or abusing the iPad
- tampering with hardware components or operating system
- loss/theft due to failing to secure the iPad per school recommendations
- gross negligence
- vandalism
- criminal acts

In cases of loss, theft, vandalism, gross negligence, intentional damage, and other criminal acts, the student/parent may be responsible for the cost of repairing or replacing the iPad (approximately \$500). If the iPad is stolen, the school will file a police report. There may be some other instances regarding vandalism and criminal acts that a police report may be filed.



If it is deemed that the student/parent must pay for the iPad repair/replacement and parents do not pay, the school may choose to file a police report for the damaged iPad and may pursue other legal action to recoup the cost for repair or replacement.

***Lost or Damaged iPad Accessories:***

Lost or damaged items such as cases will be charged the actual replacement cost of Apple equipment. If the student/parent does not pay for the cost of repairing or replacing the iPad accessories, the school may choose to file a police report or may pursue other legal action to recoup the cost for repair or replacement of the accessories.

***Acceptable Use Policy:***

At enrollment time, parents/students will read and sign the USD 320 Acceptable Use Policy. You can read the policy in its entirety in that document. The following are examples of actions that are not permitted in regard to the iPads:

- Sending spam, letter-bombs, chain letters, viruses, or any other type of communication disruptive to a network
- Using language that is obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or otherwise considered inappropriate in public or private messages or on a web page
- Harassing, insulting, attacking, or bullying others
- Damaging devices, network hardware, systems, or files
- Interference with the operation of a device or network system
- Violating copyright laws
- Using another's password and/or trespassing in another's folders, work, or files
- Intentionally wasting limited resources
- Employing the network or devices for commercial or political purposes
- Accessing, creating, or sending material that is profane, offensive, abusive, slanderous, or obscene, including pornography
- Accessing or creating material that advocates illegal or dangerous acts
- Accessing or creating material that advocates violence or discrimination towards other people (hate literature)
- Any use that disrupts the educational and administrative goals of the District
- Incurring a financial obligation through unauthorized use
- Using school devices or the network to take or disseminate photos, videos, or audio in an inappropriate manner or without the subject's permission

***Sanctions:***

1. Violations may result in a loss of access.
2. Additional disciplinary action may be taken, up to and including expulsion.
3. When applicable, law enforcement agencies may be involved.

**Acceptable Use (Policy IIBH)**

The use of instructional technology at school, including information retrieval systems, is a privilege and not a right. Inappropriate use of technology privileges by any person will result in disciplinary action by school officials, which may include privilege revocation and/or legal action. A student's

activities while using district technology must be in support of education and consistent with the curriculum outcomes of the Wamego school system. Each student and parent is required to sign the district Acceptable Use Policy to ensure that they have been given the rules that govern the use of district technology and the consequences for the misuse of district technology. For further information, please contact the district office.

### **Cell Phones**

Students shall not use a cellular phone/texting device while on school property, unless under the direct supervision of school personnel. Cell phones brought to school must be kept in the student's backpack or locker and must be turned off. A "texting device" is a telecommunications device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor. A person who discovers a student using a cellular phone/texting device on school property without permission will report the violation to the principal.

### **Personal Property**

The district is not responsible for students' personal property and does not provide insurance on students' personal property. If a student's personal property is broken, damaged, or stolen, repair or replacement is the student's responsibility. Students should not bring personal items (toys, electronic devices, etc.) to school unless directed by the teacher.

### **Money**

All money sent to school should be sent in an envelope with the following information listed on the outside:

- Child's First and Last Name
- Amount of Money
- Purpose of Money
- Child's Teacher's Name

Students should not bring money to school other than for specific purposes, such as lunch money, book clubs, etc. Separate checks are required for specific payments.

### **Sign In/Sign Out**

Parents/Guardians must sign their child out in the office before leaving school premises during the school day. Students who are tardy must sign in when arriving at school. ALL visitors in the building must sign in and out at the school office and wear a visitor's badge. This is for the protection of our students.

### **Release of Students During School (Policy JBH)**

- Students shall not be released during the school day except upon a written or verbal request from the student's parent/guardian. Before releasing a student during the school day, the building principal or office staff shall verify the identity of the person seeking release of a student. The student's release may be refused. Parents (and or designated guardian) must always check in and out at the office.
- The school office should be notified, if a child is to be picked up or walk home, if this is different than the child's regular schedule.
- When a student becomes ill during the day, he/she will remain at school until satisfactory arrangements have been made with the parents.

### **Birthday Treats**

Children may distribute birthday treats at the teacher's discretion, if similar treats are brought for all students in the class. Parent will be alerted to any food allergies in their child's classroom and are expected to adhere to any guidelines provided by the teacher to ensure the safety of all children in the classroom. **Please do not provide soda pop as a "treat" for birthdays or classroom parties.**

### **Invitations**

Distribution of party invitations at school is not permitted unless an invitation is given to each member of your child's classroom. If a boy is having an all-boy party, then invitations must be given to all boys in the class. If a girl is having an all-girl party, then invitations must be given to all girls in the class. If parents choose to be selective in whom they invite to parties, this should be handled outside of the school environment.

### **Classroom Parties**

Classroom parties are planned by Room Parents for Halloween, Winter Holiday, and Valentine's Day. These official dates will be set by the school and parties will not begin before 2:30 p.m. If a child is absent from school on a classroom party day due to illness, the child will not be permitted to return to school to attend the party. We ask that Room Parents encourage a balance of "sweet and healthy treats" for classroom parties. Soda pop should not be included in treats for parties.

### **Parent Objection to Pupil Participation**

Parents objecting to routine school activities such as holiday activities, holiday dramatizations, pledging allegiance to the flag, administering first aid, eating certain foods, etc., should make their concerns known at the office in writing prior to any such participation.

### **Room Parents**

A list of parents who can help with activities in the classroom and other school activities are obtained during enrollment by the PTO.

### **Departures**

Previous arrangements must be made if a student is to remain after school longer than fifteen minutes. Transportation for students who remain at school after the regular dismissal time is the responsibility of the parent. Parents will be notified when their student is asked to remain after school for academic or disciplinary reasons.

### **Valuing the Learning Time**

West staff will make every effort to value and protect the learning time during the school day. Non-learning activities will be kept to a minimum, as the learning environment will be respected. Deliveries to students (flowers, balloons, etc.) will be held in the office until the end of school. **Please note: Latex balloons will not be allowed in the school or on the school bus.** Students will only be called to the telephone in emergency situations and messages will be given to students at the end of the school day.

### **Lost and Found**

A lost and found will be kept at the school. Please label all supplies and clothing with your child's full name for easy identification.

## **STUDENT/FAMILY SERVICES**

### **Counselor (Policy II)**

Students are encouraged to talk with the school counselor, teachers, and principal in order to learn about the curriculum, and other academic issues. The elementary school counselor will also provide class lessons on the BOE approved Character Education Curriculum, Social-Emotional Learning Curriculum, as well as other lessons from the guidance curriculum. The counselor is available to assist students with personal concerns. The counselor may make available information about community resources to address personal or family concerns. The counselor provides classroom presentations on a variety of topics, individual and small group counseling, and parenting programs.

### **Special Services**

West Elementary is a member of the Special Services Cooperative of Wamego. Direct services are provided through the Cooperative in the areas of gifted, learning disabilities, behavior disorders, speech/language, and other programs. In addition to special service teachers working with these students, the building is also served by a school psychologist and school social worker. Special services student needs are met through a variety of in-class (inclusion) and pull-out delivery models. If you feel your child has special learning needs that are not being met in the regular classroom, please contact the building principal to discuss these issues.

### **Title I Services**

West Elementary is a Title 1 Targeted-Assisted School. Title 1 is a federally-funded program that provides additional support to students in the area of reading. The following criteria are used to identify students that need Title 1 Services: Building and district assessments, Kansas Assessments, individual assessments, classroom performance, and teacher observation. A yearly parent information meeting will be held for all students receiving Title 1 services. Parents will also have the opportunity to provide input on these services.

### **School Insurance**

The district does not provide student insurance coverage. Information about parental purchase of student insurance will be provided at enrollment.

### **Visitors to the School (Policy KM)**

- The board encourages its patrons and parents to visit the district facilities.
- Patron visits shall be scheduled with the teacher and the building principal. Unless as part of a school program or as permitted by the building principal, there shall be no visitors permitted in the cafeteria or commons area during the school lunch periods.
- Notices shall be posted in school buildings to require visitors to check in at the office before proceeding to contact any other person in the building or on the grounds.
- All visitors must sign-in at the office and must obtain a visitor's badge, which must be worn at all times while in the school, on a school field trip, or on the school grounds (not as they are leaving the building).

- Any person who visits a building and/or grounds of the district will be under the jurisdiction of the building principal, who shall be responsible for developing rules and regulations governing the presence of visitors in the buildings. The use of any form of tobacco, smoking, chewing, etc., by any persons shall be prohibited on all school property.
- The principal has the authority to request aid from any law enforcement agency if any visitor to the district's buildings or grounds refuses to leave or creates a disturbance. Violation of this rule may lead to removal from the building or grounds and denial of further access to the building or grounds. Violators of this board policy and its rules may be subject to the state trespass law.
- Students are not allowed to bring visitors to school.

### **Weather Related Closures and Emergencies (Policy EBBD)**

When the superintendent believes the safety of students is threatened by severe weather or other circumstances, parents and students shall be notified of school closings or cancellations by announcements made over the following radio/TV stations (s):

- TV: WIBW-13, KTKA-49, KSNT-27, Wamego Cable-3
- Radio: KMAN, KQLA, KHCA, WIBW

The School Messenger parent notification system will also be activated as soon as the district is alerted that there is a problem that affects the student population.

If an emergency occurs, the district will keep all students under school jurisdiction and supervision. Staff will remain on duty with the students during the emergency period. Parents are encouraged not to call the school in order to keep phone lines clear for emergency communication. Parents are also encouraged to not pick up their children until the emergency situation has subsided.

All school activities are canceled or postponed when school is canceled due to inclement weather.

### **Weather Policy for Recess**

Students will be inside for recess if the temperature is 21 degrees or below or if the wind chill is 21 degrees or below. Students may go outside for shortened recess periods when the temperature drops to this level. However, indoor recess will be the norm during inclement weather.

### **Emergency Response Plan**

A USD 320 Emergency Response Plan has been developed for emergency situations and each building has an Emergency Response Team available in the event of such an emergency.

### **Security**

West Elementary School doors are kept locked consistently throughout the day. All visitors must present ID to our security camera system, located outside of our front door, when requested, to be allowed into the school. Our school is also under 24-hour video/audio surveillance with security cameras.

### **Emergency Plans**

- Fire drills are conducted monthly. The date and time of the drill will not be announced. The individual teacher or para-educator assigned to any handicapped student will be responsible for taking the child out of the building in case of a fire or fire drill. In an event where there would be no para-educator and the teacher would need assistance, the office will arrange for help.
- There will be one official tornado drill in the fall and two in the spring. Tornado drills may or may not be announced. In the event of a live tornado warning, we will make the following announcement to parents/guardians, as time allows. Safety of all students and staff will be our first priority! "We are in a tornado warning. All students are safe in our designated shelters until the warning has been lifted and it is safe to release students. Please do not come to the school, unless you are seeking shelter. We will not release students until the warning has been lifted."
- Lockdown or "intruder" drills will be conducted throughout the year. Procedures for lockdown drills will be reviewed with the staff at the beginning of the year and communicated to and practiced by students and staff.
- Our school will recognize three levels of "threat", depending on the circumstances. The lowest level of threat is a "Safety Watch". This may take place in the event that something has occurred in our community that does not pose an immediate threat to students or staff, but that staff need to know to be on alert. Parents will typically not be notified of a Safety Watch situation. The second level of threat is a "Lockout". This means no one will be let in or let out of the building, as a more serious level of threat has occurred in the community. Parents will be notified of a Lockout situation and are asked to NOT pick up their children during this time until the Lockout has been lifted by school officials. The third level and highest level of threat is a "Lockdown", which means that immediate danger is imminent and we will be following our Emergency Response Plan for the safety of all students and staff. Parents will be notified of a Lockdown situation as soon as possible, but this will also be dependent on the circumstances the school is under at the time. Again, parents are asked to NOT pick up their children during a Lockdown situation until the Lockdown has been lifted by school officials.

### **Pest Control**

The district periodically applies pesticides inside the buildings. Information regarding the application of pesticides is available from the Director of Operations at 456-9332.

### **Wellness Committee**

In the fall of 2005, USD 320 established a "Health and Wellness Committee" to help create a school wellness policy based on Public Law 108-265. This committee continues to meet to work toward several established goals.

We encourage parents to support the school wellness policy by serving as examples of healthy living. We ask that parents work toward providing healthy treats at classroom celebrations and model "balance" in eating habits for students. Also, as a reminder, students are not permitted to consume soda pop at any time in school.

### **Wellness Policy**

USD 320 Wamego is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of USD 320 Wamego that:

- Wellness guidelines will be implemented as specified in the Kansas State Department of Education's Wellness Policy Report for each school level.
- Students, parents, teachers, food service professionals and other interested community members will be engaged in developing, implementing, monitoring and reviewing district wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.
- Students will be provided with adequate time to eat in settings that are clean, safe and pleasant.
- To the maximum extent practicable, all schools in our district will participate in available federal school nutrition programs.

If you have questions regarding the USD 320 wellness policy, please contact the building principal for further information.

### **Distribution of Materials (Policy KI)**

Material unrelated to the school's curriculum may not be distributed without prior consent of the principal.

### **Free Materials Distribution in Schools (Policy KI)**

In accordance with rules adopted by the board, the superintendent reserves the right to refuse distribution to students any material by outside individuals or groups which creates a material or substantial interference with normal school activity or appropriate discipline in the operation of the school.

### **Political Campaign Materials**

The board encourages responsible use of political materials as part of the board-approved curriculum. No student shall be forced to participate in the distribution or receipt of any non-school materials in the schools.

### **Advertising in the Schools**

No advertising or materials used for commercial purposes shall be permitted in the school buildings or on the grounds of the district without prior approval of the Board. Advertising in student publication shall be regulated by rules and regulations developed by the superintendent. Advertising in the student publications may promote products by brand name. Ads promoting the sale of any controlled substance, drug paraphernalia, or any other illegal material or activity are prohibited.

### **Use of Religious Materials**

Religious materials may be used in the regular classroom to study the historical or cultural aspects of religion, but such material is prohibited if used to indoctrinate the practice of a religion.

### **Distribution of Religious Materials**

The distribution of any religious materials, bound or unbound, is prohibited on school grounds or in any attendance facility. Religious materials as prohibited herein may be described as but not limited to the following: any version of the Bible (including the Gideon Bible), translations of the Septuagint and the Apocrypha, Torah, Koran, or any other similar religious books of faith, pamphlets, sectarian or denominational books, tract, papers or other such materials including pictures, symbols, crosses, statues or icons.

### **Mailing Lists**

No mailing lists of student or employees of the district shall be given to individuals, organizations or vendors for the purpose of distributing materials.

## **ATTENDANCE**

Kansas State Law states that a child must be in attendance in school unless illness prevents this or there is an emergency. Attendance records are kept for each student. Regular school attendance is essential to student achievement. There is a close relationship between school attendance and scholastic performance. Regular attendance facilitates academic achievement, whereas excessive absences or irregular attendance generally tends to be detrimental to a student's progress.

### **Attendance (Policy JBD, JBE)**

The district's definition of an excused absence is: illness, death in the family, doctor and dentist appointments, work at home for parents only when a justifiable hardship can be shown, or absence for any school related activity. Absences for any other reason shall be considered unexcused.

The building principal has the authority to evaluate and grant or deny approval for absences that are special circumstances and do not fall within situations listed above. Parents are to contact the building principal in advance of planned absences that are considered special circumstances to request approval for the absence. Consideration will be made based on prior attendance, current and prior grade history, and the student's current status in school (good standing). Such a proposal for absence due to special circumstances must be made five school days prior to the planned absence.

Once the number of absences from class reaches ten (10), future absences may be considered unexcused, unless there is verification from a physician or the school nurse. At this point, parents need to communicate directly with the principal to discuss the situation. The principal has been designated to determine the acceptability and validity of excuses presented by the parent(s), guardian(s) or student.

- If parents know their child will not be in school, they should call the school office before 8:20 a.m. If the school office is not notified by this time, the student will be marked as



unexcused. The School Messenger parent notification system will contact student guardians if the school is unaware of why a student is not present in school.

- If a student has been ill and needs to stay inside for recess, a written request by a parent/guardian will be necessary. Extended indoor recess (more than three days) will require a doctor's note.
- The parent may pick up homework for students who have been absent, if requested, from the office.
- It is very important that each student arrive at school on time. Please notify the office if your child is going to be late. Parents will be notified in writing after a student has reached 5 tardies each quarter of school. Please remember that students who are late to school miss valuable instructional time and also cause an interruption to learning for their classmates.
- For official attendance purposes, students arriving after 10:00 a.m. are counted absent one half-day. Students will be counted absent one half-day if they leave school for the day before 2:00 p.m.
- Students that leave after 2:00pm will be counted absent for the period of time remaining in the school day. We strongly encourage parents to make appointments for after school whenever possible, as instruction takes place up until the bell rings for dismissal of bus students at 3:15p.m.
- To participate in an extracurricular activity, a student must attend school the half-day before the event. (Unforeseen circumstances may be considered by the building principal to change this policy.) An extracurricular event is defined as any event beyond the regular school day.

### **Make-Up Work**

It is the student's responsibility to obtain assignments from teachers following an excused or unexcused absence.

### **Unexcused Absences/Truancy**

As the approved Truancy Officer for the school, the building principal (or her designee) shall report students who are inexcusably absent from school to the appropriate authority. (Students 13 and under shall be reported to the Kansas Department for Children and Families (formerly SRS) and students over 13 shall be reported to the county or district attorney.)

Truancy is defined as any three consecutive unexcused absences, any five unexcused absences in a semester, or seven unexcused absences in a school year, whichever comes first. Students who are absent for a significant part of any school day shall be considered truant. A significant part of the day is being absent for three hours during any part of the day.

If a truant child is returned to school by a law enforcement official, the principal shall notify the parent or guardian.

## ACADEMIC INFORMATION

### **Grading (Policy JF)**

All parents have real time access to their child's grades through the use of Power School. They can sign up for regular updates, or can simply log on and see results any time of day. For parents without internet access, hard copies of progress reports will be provided every other week and at the end of each quarter. Grade reports are provided at the end of each semester, but performance is also discussed at the end of the first and second quarters of school during Parent/Teacher Conferences.

Reports on student growth are available at all times through our Power School student data management system. Report cards use a letter grade system of: A,B,C,D, and F with the following designations assigned:

A+ = 100	C = 76-73
A = 99-93	C- = 72-70
A- = 92-90	D+ = 69-67
B+ = 89-87	D = 66-63
B = 86-83	D- = 62-60
B- = 82-80	F = 59 or below
C+ = 79-77	

### **Report Cards**

We provide the following information on a student's report card with respect to reading performance:

- Expected Guided Reading Instructional Level for each quarter for each grade; Current Guided Reading Instructional level for each child for each quarter
- Expected Oral Reading Fluency Rate for each quarter for each grade; Current Oral Reading Fluency level for each child for each quarter
- Expected Word Accuracy Rate for each quarter for each grade; Current Word Accuracy Rate for each child for each quarter

In writing, students will be assessed using the Six Trait Writing model and rubric. Traditional letter grades will not be given in writing, rather performance will be described as Exemplary, Exceeds Standard, Meets Standard, Approaches Standard, or Academic Warning.

Students in Third, Fourth, and Fifth Grade receive traditional letter grades in language arts, math, science, social studies, and music/band (Fifth Grade only). All students receive grades of E, S, and N in P.E., Music (Third/Fourth Grade), Art, and Technology.

We also provide feedback to parents on "Student Responsibilities", which includes social skills and work habits. This information is reported on semester grade cards.

### **Parent/Student/Teacher Conferences (Policy JFAB)**

Parents and students are encouraged to request a conference with teachers at any time convenient to all parties. Conferences are held twice a year at the end of the first and third nine-week period.

The school calendar should be consulted for exact conference dates. Students are encouraged to attend these conferences. For officially scheduled conferences, all caregivers for each child should work together to schedule a mutually agreed upon time.

West Elementary Staff is proud of the fact that the attendance rate for parents at our scheduled conference times has been quite high for many years. This indicates to us that the parents of our students see a valuable benefit from participation in these conferences.

### **Homework (Policy IHB)**

Homework is one means of fostering responsibility and learning outside of school. Students are expected to complete homework assignments on time. Homework shall be assigned as needed to provide practice for learned skills or concepts or to provide preparation for skills or concepts to be learned.

### **Late Assignments**

Students and parents should be aware of any late or missing assignments through Power School. If you do not have access to the internet, please notify your teacher if you would like hard copies of grades and missing assignments sent home to you. Teachers may offer a study hall for students who have late work during recess or before or after school. If a student is absent, assignments (if requested) may be picked up between 3:30-5:00pm on the homework shelves outside the office.

### **Missing Work/Late Assignments/Retaking Assessments**

Teachers are expected to do their best to assist students in turning in missing/late work. These efforts will include communicating with the student's parents/guardians using the Power School Grade Book, as well as making contact with parents when missing work becomes a problem for the student, an opportunity to make up this work during recess, before school, or after school, and extended time to complete assignments when students are absent from school. West Elementary does not believe in the practice of giving "0s" for incomplete assignments. However, if the teacher has made a valid effort to assist the student with making up the missing work, and the student does not take advantage of this assistance, a "0" will be a last case scenario. Additionally, students may be given the opportunity to retake assessments if he/she does not receive a passing grade, but the second assessment will be in a different format and more challenging than the first assessment given.

### **Academic Dishonesty**

Academic dishonesty, as in cheating or plagiarism, is not acceptable. Cheating includes copying another student's work, such as homework, class work, or test answers, as one's own. Plagiarism is the use of another person's original ideas or writing without giving credit to the true author. A student who engages in any form of academic dishonesty will be subject to the loss of credit for the work in question as well as other disciplinary measures. See "Discipline Measures".

### **MTSS (Multi-Tiered System of Supports)**

To best meet the needs of all students, West has implemented a model of intervention called the Multi-Tiered System of Supports (MTSS). This model allows us to identify students in need of additional academic support, and the degree of support needed. All students will be screened at the beginning of the year and students in need of intervention will be placed in to support programs

that are strategic or intensive, depending on the level of need. More information on the MTSS program will be provided by your child's teacher and/or the principal throughout the school year. Descriptions of our current MTSS reading intervention programs are listed below.

### **Phonics for Reading**

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. Daily lessons require 40-50 minutes to complete, or the teacher may choose to complete a lesson in two sessions. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Phonics for Reading includes a clear scope and sequence that enables teachers to see the development of each lesson's objective. The program consists of three sequential levels. Within each level, students are taught to access pronunciation of phonetically regular, one-syllable, and multisyllabic words by careful examination of a word's internal structure using letter-sound correspondences, word endings, and units such as prefixes and suffixes. The First Level introduces students to the short vowels, double consonants, digraphs, and consonant blends. The focus of the Second Level is on long vowels, vowel combinations, CVCe words, common endings, and r-controlled vowels. The Third Level continues to develop and expand the previous level with letter and vowel combinations, prefixes and suffixes, and the variant pronunciations of vowel combinations and of /c/ and /g/.

The first part of a Phonics for Reading lesson involves instruction in word recognition. To begin a lesson, a word is introduced initially and either a single letter or letter combination is highlighted. Students practice the sound in isolation and then participate in a discrimination activity with the target sound and other previously learned sounds. This is followed by oral blending or segmenting of words, which contain the target sound and the previously learned sounds. Next, students practice reading 15 new words that contain the target sound and finish this activity by matching some of the new words to an illustration. At this point, students are taught 10-18 high frequency words, which are defined as irregular words and words that contain phonic elements that have not yet been introduced. After that, students learn a specific strategy to read two syllable or multi-syllable words that contain the lesson's target sound. The next three parts of the lesson involve passage reading, spelling, and independent activities. All of these activities are directly related to the lesson's objective and include the target sound or sounds. These activities may vary slightly depending upon whether the focus of the lesson is on letter introduction or practice.

### **REWARDS**

REWARDS Intermediate is an intense, short-term intervention program for older students who have mastered the basic reading skills associated with first and second grade, but experience difficulty reading multisyllabic words in grade level materials, and/or who read slowly (i.e. 60-120 words correct per minute). REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. The program is designed to teach flexible strategies for fluently reading long words consisting of two to eight syllables in content area texts. A further expectation is increased comprehension, as a result of an increase in vocabulary and fluency. Rewards Intermediate is for students in Grades 4-6 and consists of 25 lessons. Lessons are approximately 50 minutes in length. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The overarching structure of the REWARDS program consists of a series of pre-skill lessons followed by several strategy lessons, which are intended to lead the student in a step-by-step fashion from assisted to independent decoding of multisyllabic words in sentences and content passages. Pre-skill lesson activities focus on learning the component skills necessary for applying the flexible decoding strategy. This includes listening to words pronounced in parts and blending the parts back to form the word, becoming automatic with the identification of vowel combinations, prefixes and suffixes, correcting mispronounced words, and learning the meanings of prefixes and suffixes. During the strategy lessons, students learn, practice, and apply the flexible decoding strategy, which is the essence of the REWARDS program. Students also receive vocabulary instruction and practice with word families and spelling. REWARDS was designed for students in Grades 4, 5 and 6 who read at or above a 2.5 grade level and have difficulty reading long words. REWARDS is a reading intervention program designed to teach intermediate students a flexible strategy for decoding long words and to increase their oral and silent reading fluency.

### **Corrective Reading**

Corrective Reading is a comprehensive intervention program designed for students in Grades 3-12. It targets students who are reading one or more years below grade level. The three essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. Corrective Reading can be implemented in small groups (4-5 students) or whole-class format. Each lesson is 45-minutes in length and intended to be taught by teachers 4-5 times per week. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

The program is tightly sequenced, offering two distinct Intervention Strands: Decoding and Comprehension. There are four levels at each of these two strands that address varied reading skills and ability levels. The Decoding strand is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient. Comprehension programs are suitable for students that have limited vocabulary, narrow background knowledge, and that need support with thinking skills. The Decoding strand lesson format incorporates word-attack skills practice, group reading, individual reading checkouts, and workbook exercises. The Comprehension strand lesson format synthesizes thinking operations, workbook exercises, information, and oral group work.

### **Reading Mastery**

Reading Mastery is a reading program that addresses all five essential components of reading: phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. It develops decoding, word-recognition, and comprehension skills that transfer to other subject areas. It is a daily intervention at 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Reading Mastery is a research-based program that has been implemented with success nationwide for over 50 years. It is designed for grades K-5. Reading Mastery is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily

practice in decoding and in applying comprehension strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

### **Total Reading**

Total Reading is a reading program that provides direct and systematic instruction in phonics and decoding for students who require a direct approach to reading. It addresses essential components of reading: phonemic awareness, phonics and word analysis, fluency, and vocabulary. It develops decoding and word-recognition skills that transfer to other subject areas. It is a daily intervention that is taught for 37-50 minutes during the grade level reading block. Students will also receive a Guided Reading group with a classroom teacher, Reading Assistant, or Title I teacher.

Total Reading is taught in small groups at your child's instructional level. The program is designed to teach every student how to read. All instruction is direct and the tasks and activities are specified in detail. Students receive daily practice in decoding and applying these strategies. Teacher assessment of student performance is continuous, and errors are corrected when they occur.

### **Promotion and Retention (Policy JFB)**

It is the policy of the district that students demonstrate their mastery of curricular requirements for their respective grade level. Students who successfully demonstrate this mastery will be promoted to the next grade level. Students who do not demonstrate mastery shall be referred to the Student Improvement Team for discussion and recommendation on the proper placement of the student for the following academic school year. The committee will recommend interventions through the MTSS model to help accelerate the child's progress to reach grade level outcomes. The committee will then review the child's progress prior to the end of the school year based on the interventions implemented. The Student Improvement Team will make the final determination of promotion or retention to the next grade level prior to the end of the school year:

- Unconditional promotion to the next grade level
- Conditional promotion to the next grade level
- Retention in the current grade level

### **Assessments**

The district educational testing program shall consist of multiple assessments. These assessments shall include, as a minimum, classroom assessments, district assessments, and the Kansas Assessment Program (KAP) using the Kansas Interactive Testing Engine (KITE).

Student assessment is a continuous process. Teachers will assess students as soon as they begin school to determine learning strengths and deficiencies. Student files will contain building, district, and state assessment results to help build this student profile. Accurate records should be kept to show student growth and development. Grades should be kept on the teacher's computer through the use of the Power School/Power Teacher student data management system. For parents that do not have internet access, teachers will be expected to send home regular grade reports, including any missing assignments, for parents to review.

Extra credit is not a useful measure of student performance and should never be used to impact a student's grade. West Elementary teachers will not use the practice of giving "extra credit" in their

classes. An emphasis should be placed on quality, not quantity, of student work and performance. A variety of activities should be available for students to demonstrate their learning. This learning should be assessed in a variety of ways also. *The use of worksheets should be limited.* Student work should be **completed** and **evaluated** in a timely fashion. The teacher should make every effort to work with the student and parent if a student is not turning in work. Study hall should be assigned to a student during recess or before or after school when the student needs to complete late work or needs additional support from the teacher.

Students will take the following assessments in addition to the grade level curriculum tests taken in each class:

- **Kansas Reading Assessment**, taken by all students in 3<sup>rd</sup> through 5<sup>th</sup> grade in the spring.
- **Kansas Math Assessment**, taken by all students in 3<sup>rd</sup> through 5<sup>th</sup> grade in the spring.
- **Kansas Science Assessment**, taken by all students in 5<sup>th</sup> grade in the spring.
- **Measures of Academic Progress Reading Test (MAP)**, taken by all students in 3<sup>rd</sup> through 5<sup>th</sup> grade in early fall and late spring.
- **Measures of Academic Progress Math Test (MAP)**, taken by all students in 3<sup>rd</sup> through 5<sup>th</sup> grade in early fall and late spring.
- **Benchmark Assessments**, taken by all students in 3<sup>rd</sup> through 5<sup>th</sup> grade as needed to determine Guided Reading instructional levels.
- **An Individual Reading Inventory (IRI)**, given to all students in 3<sup>rd</sup> through 5<sup>th</sup> grade each quarter to measure reading fluency and reading accuracy.
- **A Local Writing Assessment**, taken by all students in 3<sup>rd</sup> through 5<sup>th</sup> grade in the spring.
- **Reading and math screeners**, administered to all students in 3<sup>rd</sup> through 5<sup>th</sup> grade in early fall to determine a student's need for additional support in reading and/or mathematics. Also, administered in the winter and spring as benchmark assessments for all students.

It is expected that all students will do their very best on all assessments to obtain an accurate measure of their performance. Assessment results will be shared with parents and students.

## STUDENT CONDUCT AND DISCIPLINE PROCEDURES

### **Behavior/Conduct (Policy JCDA)**

All students are expected to behave in a manner that promotes their own development, does not hinder their ability or that of their fellow students to learn, or keep the teacher from teaching.

The discipline measures listed in this section may be applied on a case-by-case basis depending on the severity of the behavior code violation. The administration reserves the right to apply other consequences as appropriate.

Violation of any provision of the behavior code may result in disciplinary action up to and including suspension and/or expulsion.

The district shall cooperate with law enforcement in security matters and shall, as required by law, report criminal acts committed at school, on school property or at school-sponsored activities.

The behavior categories for West Elementary School are divided into five areas:

- Personal Management - Behaviors which affect only the individual student (like gum chewing, dress code violations, not prepared for class, computer violation).
- Interpersonal Relationships - Behaviors which affect interactions between individual students and individual(s), whether student or adult (like disrespect, inappropriate touching, spreading rumors, harassment).
- Productive Classroom Environment - Behaviors that occur in the classroom setting and interfere with the learning of others (like non-compliance, disruption of class, inappropriate language, cheating).
- Orderly School Environment - Behaviors that occur outside the classroom setting that are not intended to cause personal harm to another individual, are not illegal, but do negatively affect an orderly environment (like disrespect, non-compliance, more serious computer violations).
- Issues for Law Enforcement - Behaviors that are intended to cause another individual physical/emotional harm and/or are illegal (like vandalism, assault, stealing, fighting, possessing/using/dispensing drugs/alcohol/tobacco, weapons).

Consequences will vary, depending on the circumstances, from conferencing with the student and/or parent to detention, in-school suspension, out-of-school suspension, or possible expulsion. Parents will be notified of disciplinary actions.

### **Positive Behavioral Supports**

West Elementary has adopted the Positive Behavioral Supports model for teaching and addressing specific and expected behaviors of our students. PBS is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns. School-wide PBS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions.

We have adopted a unified set of school expectations. These expectations define the expected behavior in our school. You will see these expectations posted throughout the school and your child will be learning them throughout the school year. The School-wide Expectations Matrix can be found at the end of this handbook.

At West Elementary School, we have established clear expectations in all settings on how we can:

**Be Respectful . . . Be Responsible . . . Be Safe!**

### **Second Step Social-Emotional Learning Program and Curriculum**

The Second Step program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students. The Second Step program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning.

At West, all staff are involved with promoting and teaching the Second Step curriculum and strategies. Classroom teachers introduce a lesson each week and our School Counselor finishes the lesson during her Guidance Counselor class with students each week. The main topics of instruction



include *Skills for Learning, Empathy, Emotion Management, and Problem Solving*. More information about our Second Step program and resources for families will be shared with parents/guardians throughout the school year.

### **West Elementary: Where Champions Are Made**

Our school-wide theme is "West Elementary: Where Champions Are Made". We have selected this theme to support our PBS model and to reinforce the positive behaviors we expect to see from our students and staff.

As part of our "theme", we have created our CHAMPS Code. The CHAMPS Code is as follows: West Champions are **C**ommitted, **H**ard-working, **A**cepting, **M**otivated, and **P**ersevering, which equals **S**uccess. Our "motto" is "Keep Calm and Champion On".

To recognize students who demonstrate every aspect of the CHAMPS Code on a daily basis, teachers have the opportunity to nominate students for the CHAMPS Junior Raider Hall of Fame. Students who are selected for this recognition have their picture taken and placed on a large star, along with their nomination, and these stars are hung in our Hall of Fame for all to see. Hall of Fame nominees are read over the intercom system on the first day of each school week.

In addition to the CHAMPS Junior Raider Hall of Fame, students may also earn recognition for demonstrating at least one of the characteristics defined by the CHAMPS Code. This is called our CHAMPS Award. Students that earn the CHAMPS Award are given a smaller star at the end of the week, which includes their name and their CHAMPS area of recognition, which they may also hang in the Hall of Fame.

### **Building-Wide Expectations**

Building-Wide Expectations will be explicitly taught to all students and reinforced by all staff. These expectations include the following areas: Arrival, Dismissal, Hallways, Bathroom, Lunchroom, Playground, and Assemblies. Teachers will review the Building-Wide Expectations during class meetings and provide an opportunity to model, practice, and reinforce these expectations at the beginning of the school year. Expectations will be displayed on posters throughout the school. See the Expectations Matrix at the back of this handbook.

### **Classroom Rules**

Each classroom should establish a small list of rules/procedures and consequences for misbehavior. These should be approved by the principal prior to distribution to students and parents. It is best practice to involve students in developing this list of rules/procedures for the students to follow in their class.

### **Office Discipline Referrals**

Major discipline issues will result in an immediate office referral. Major offenses include the following behaviors: Inappropriate Language, Fighting/Physical Aggression, Disruptive Non-compliance, Bullying Behavior, Threatening Language, Vandalism/Property Damage, Elopement/Running Away, Theft/Stealing, Self-Injury, Weapons, and Other Behaviors as Noted by the Classroom Teacher.

Office referrals will be entered into Power School as a Discipline Log Entry by the Building Principal OR the School Counselor.

Teachers should notify the principal ahead of time before sending students to the office, unless in the event of an emergency. If an emergency situation arises that a child must be removed from the classroom immediately, the teacher should contact the office for assistance and be sure to follow-up with the proper documentation (Office Referral Form) following the incident. Consequences and behavior management techniques (such as the CHAMPS program by Randy Sprick) will be addressed at PLC faculty meetings and PLC teaming meetings. The staff will also implement the principles of Love and Logic® when working with all students.

### **Bullying Prevention**

All staff members are expected to support our efforts to prevent bullying in our school, and address bullying incidences when they occur. All staff must complete bullying prevention training at the beginning of the school year, as provided by the district, and a Bullying Prevention Unit is included in our Second Step Social-Emotional Learning Curriculum and taught to all students during the months of September and October. The CHAMPS Code promotes positive behaviors and pro-social interactions among students and staff. School rules against bullying are as follows:

- We will not bully others.
- We will try to help others who are being bullied.
- We will make it a point to include students who are easily left out.
- When we know someone is being bullied, we will tell an adult at school and at home.

### **Definition of Bullying**

A student is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. This includes such actions as hitting, kicking, shoving, spitting, taunting, teasing, racial slurs, verbal sexual harassment, threatening comments, and obscene gestures. This would also include getting another person to assault someone, spreading rumors, and deliberately excluding someone from a group or activity.

A copy of our Bullying Policies and Procedures is included at the back of this handbook.

### **Corporal Punishment (Policy JCA)**

Corporal punishment shall not be used in the district.

### **Suspension/Expulsion Procedures (Policy JDD-R)**

A student may be suspended or expelled, for reasons set forth in Kansas law, by the following certified personnel: superintendent, principal, assistant principal.

A suspension may be set for a short term not exceeding five school days, or for an extended term not exceeding 90 school days. An expulsion may be for a term not exceeding 186 school days.

Any student who is suspended or expelled shall receive a copy of the current suspension policy or expulsion law policy. Expulsion hearings for weapons possession shall be conducted by the superintendent/designee. Expulsion hearings shall be conducted by the superintendent or other

certified employees of the school in which the pupil is enrolled or a hearing officer appointed by the board or another person appointed by the board or another person appointed by the board.

The principal of any school may establish appropriate requirements relating to the student's future behavior at school, opportunities for making up missed work because of suspension and/or placing the student on probation as conditions for readmission to school. The primary responsibility for arrangements to make up work missed during the suspension period lies with the student, but teachers shall determine what constitutes a reasonable time period for completing the work.

### **Short-Term Suspension Procedures**

Except in an emergency, a short term suspension (not exceeding five school days) must be preceded by oral or written notice of the charges to the student and an informal hearing. If a hearing is not held prior to the suspension, an informal hearing shall be provided no later than 72 hours after imposition of a short-term suspension.

Written notice of any short-term suspension shall be delivered to the student's parents or guardian within 24 hours after the suspension has been imposed. Short-term suspension hearings may be conducted by any person designated in policy as having the authority to suspend.

At the informal suspension hearing, the student shall be:

- notified of the right to be present;
- informed of the charges;
- informed of the basis for the accusation; and
- allowed to make statements in his/her defense.

When a suspension is imposed during the school day, the student shall not be removed from school until a parent has been notified. If a parent cannot be notified during regular school hours, the student shall remain at school until regular dismissal time.

### **Long-Term Suspension or Expulsion Procedures**

Before a student is subject to long-term suspension (not to exceed 90 school days) or expulsion (not to exceed 186 school days), a hearing shall be conducted by a hearing officer who has authority to suspend or expel. The superintendent/principal shall designate a hearing officer.

Formal hearings shall be conducted according to procedures outlined in current Kansas law and:

- The student and parents or guardians shall be given written notice of the time, date, and place of the hearing.
- The notice shall include copies of the suspension/expulsion law, and appropriate board policies, regulations, and handbooks.
- The hearing may be conducted by either a certified employee or committee of certified employees.
- Expulsion hearings for weapons violations shall be conducted in compliance with Kansas law by persons appointed by the board.
- Findings required by law shall be prepared by the person or committee conducting the hearings.
- Records of the hearing shall be available to students and parents or guardians according to Kansas law.

- Written notice of the result of the hearing shall be given to the pupil and to parents and guardians within 24 hours after determination of such result.

### **Student Rights During a Long-Term Suspension/Expulsion Hearing**

The student shall have the right:

- To counsel of his/her own choice;
- To have a parent or guardian present;
- To hear or read a full report of testimony of witnesses;
- To confront and cross-examine witnesses who appear in person at the hearing;
- To present his or her own witnesses;
- To testify in his or her own behalf and to give reasons for his or her conduct;
- To an orderly hearing; and
- To a fair and impartial decision based on substantial evidence.

During the time a student is suspended or expelled from school, the student may not

- Be on school property or in any school building without the permission of the principal.
- Attend any school activity as a spectator, participant or observer.

### **Appeal to the Board**

The following conditions shall apply if a student's parent or guardian files a written appeal of a suspension or expulsion:

- Written notice of the appeal shall be filed with the clerk within 10 calendar days of the hearing.
- The board shall schedule an appeal with the board or a hearing officer appointed by the board within 20 calendar days.
- The student and the student's parent shall be notified in writing of the time and place of the appeal at least 5 calendar days before the hearing.
- The hearing shall be conducted as a formal hearing using the same rules noted earlier for expulsion hearings.
- The board shall provide a certified court reporter to transcribe the hearing.
- The board shall render a final decision within 5 calendar days after the conclusion of the appeal hearing.

### **Probation (Policy JDC)**

Any punishment, suspension, or expulsion may be deferred by the principal. The student involved may be placed on probation for a set period of time.

The punishment, suspension, or expulsion shall remain deferred so long as the student meets the conditions of the probation. If a student is placed on probation, written notification shall be sent to the student's parent or guardian.

A student placed on probation shall be given a written list of the terms and conditions of the probation. The student shall sign a statement that: the terms and conditions have been explained, the student understands the conditions, the student agrees to abide by the conditions, and failure to abide by the conditions may be reason to reinstate the original punishment.

The superintendent shall handle any probation arrangements resulting from violations of the weapons policy.

**Coordination with Law Enforcement**

School administrators shall/may meet periodically with local law enforcement officials to discuss the district's policies and rules regarding law enforcement contacts with the district.

**Investigations/Searches-Property/Students (Policy JCABB and JCAC)**

Principals are authorized to search students' clothing and belongings if there is reasonable suspicion that district policies, rules, or directives are being violated.

Building administrators, and others designated by the superintendent, may conduct investigations and question students about infractions of school rules or the student conduct code. If there is reason to believe a violation of a criminal law has been committed, the principal shall notify the appropriate law enforcement agency and may request further investigation of the alleged violation.

When law enforcement officers conduct an investigation and/or question a student(s) during school hours, the building principal shall make reasonable attempts to contact parents, guardian or representative of the student(s) prior to questioning. To the extent possible, reasonable requests of the parents, guardian, or representative shall be observed. Notification or attempted notification of parents, guardian, or representative shall be documented by the administrator involved. If a student's parents, guardian or representative is not present during questioning of a student, the principal or a certified school staff member shall be present.

**Investigations Initiated and Conducted by Law Enforcement Officers**

The administration shall cooperate with law enforcement officers who are conducting investigations of suspected child abuse. (See GAAD) Law enforcement officers shall not be permitted to conduct investigations during school hours except in demonstrated emergency situations. If a demonstrated emergency is found, the principal shall require identification of law enforcement officials and reasons for the interrogation or investigation of a student. If the principal is not satisfied with either the identification or the reason, the request shall not be granted. The principal shall attempt to notify the superintendent and the officer's superiors of the reasons for the refusal.

**Violations of Criminal Law**

Information on criminal conduct shall be turned over to law enforcement officials.

**Taking Students Into Custody**

Students shall not be voluntarily released by school officials to law enforcement authorities unless the student has been placed under arrest or taken into custody by law enforcement or DCF. Reasonable effort shall be made to notify the student's parents, guardian, or representative when students are removed from school for any reason by law enforcement authorities.

If a student is taken into custody by a campus police officer, school administrators shall also make a good-faith effort to contact parents.

Notification efforts shall be documented. Parents shall not be notified by school officials when their child is taken into custody by DCF and/or law enforcement as a result of allegations of abuse or neglect.

When a student has been taken into custody or arrested on school premises without prior notification to the building principal, the school staff present shall ask the law enforcement officer to notify the principal of the circumstances as quickly as possible.

#### **Reporting Crimes to Law Enforcement (Policy JDDB)**

Whenever a student engages in conduct which constitutes the commission of any misdemeanor or felony, at school, on school property, or at a school supervised activity and/or has been found:

- In possession of a weapon at school; or
- In possession of a controlled substance or illegal drug; or
- To have engaged in behavior at school, on school property, or at a school activity, which resulted in, or was substantially likely to have resulted in, serious bodily injury to others.
- The principal/superintendent shall report such act to the appropriate law enforcement agency if any of the behaviors noted above occur.

#### **Drug Free Schools (Policy JDDA)**

Maintaining drug-free schools is important in establishing an appropriate learning environment for the district's students. The unlawful possession, use, sale, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity is prohibited.

As a condition of continued enrollment in the district, students shall abide by the terms of this policy. Students shall not unlawfully manufacture, sell, distribute, dispense, possess or use illicit drugs, controlled substances or alcoholic beverages at school or on school district property, or at any school activity. Any student violating the terms of this policy will be reported to the appropriate laws enforcement officials.

A list of available programs along with names and addresses of contact persons for the program is on the file with the board clerk. Parents or students should contact the directors of the programs to determine the cost and length of the program. A copy of this policy shall be provided annually to all students, and the parents of all students. Parents of all students shall be notified that compliance with this policy is mandatory.

#### **Use of Tobacco (Policy JCDA)**

Possession and/or use of any tobacco product by students is prohibited in any attendance center, in any school-owned vehicle, at school-sponsored events, or on the school grounds.

#### **Sexual Harassment (Policy JGEC)**

Sexual harassment shall not be tolerated in the school district. Sexual harassment of employees or students of the district by board members, administrators, certified and support personnel, students, vendors, and any others having business or other contact with the school district is strictly prohibited.

It shall be a violation of district policy for any employee to sexually harass a student, for a student to sexually harass another student, or for any employee to discourage a student from filing a complaint, or to fail to investigate or refer for investigation, any complaint lodged under the provisions of district policy. Sexual harassment is unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written, or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student or school staff when:

- Submission to such conduct is made, explicitly or implicitly, a term or condition of the individual's education.
- Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- Such conduct has the purpose or effect of interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive academic environment.

Sexual harassment may include, but is not limited to:

- Verbal harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person, with sexual or demeaning implication;
- Unwelcome touching, or suggesting, or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades, participation in extra-curricular activities, etc.

Specific examples of sexual harassment include:

- Making sexual comments or jokes;
- Looking or gesturing in a sexual manner;
- Touching, grabbing, pinching in a sexual way;
- Brushing up against;
- Flashing or mooning;
- Spreading sexual rumors about an individual;
- Pulling clothing in a sexual manner;
- Showing or giving sexual pictures, messages or notes;
- Blocking passage in a sexual way;
- Writing sexual messages or graffiti on walls, locker room, etc.;
- Forcing a kiss on someone;
- Calling someone gay or lesbian, or other "slang" terms of a sexual nature;
- Forcing someone to do something sexual other than kissing;
- Spying while someone is showering, dressing, or using the bathroom.

When acts of sexual harassment or other violations of district policy are substantiated, appropriate action shall be taken against the individual. Any student who believes he or she has been subjected to sexual harassment should discuss the alleged harassment with the principal, guidance counselor, or another certified staff member. If the matter is not resolved to the satisfaction of the student in this meeting, the student may initiate a complaint under the district discrimination complaint procedure.

The filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or grades. Confidentiality shall be maintained throughout the complaint procedure.

### **Weapons/Possession of a Firearm (Policy JCDBB)**

A student shall not knowingly possess, handle or transmit any object that can reasonably be considered a weapon at school, on school property or at a school-sponsored event. This shall include any weapon, any item being used as a weapon or destructive device, or any facsimile of a weapon.

Students who have a knife, blade, or facsimile of a weapon will be suspended for not less than three school days, unless otherwise determined by the building principal; additional suspension time may be added.

Possession of a firearm or other weapon shall result in expulsion from school for a period of one calendar year, except the superintendent may recommend this expulsion requirements be modified on a case-by-case basis. Expulsion hearings for possession of a weapon shall be conducted by the superintendent or the superintendent's designee.

Students violating this policy shall be referred to the appropriate law enforcement agency(ies) and if a juvenile, to DCF or the Commissioner of Juvenile Justice.

### **Concealed Carry Law (Weapons) (Policy KGD)**

It is illegal for any person, other than a law enforcement officer, to possess a firearm in or on any school property, school grounds, or any district building or structure used for student instruction, or attendance or extracurricular activities of pupils, or at any regularly scheduled school sponsored activity or event. Schools are an exception to the concealed carry law.

### **Definition of Weapons and Destructive Devices**

As used in this policy, the term "weapon" and/or destructive device means:

- Any item being used as a weapon or destructive device;
- Any facsimile of a weapon;
- Any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any weapon described in the preceding example;
- Any firearm muffler or firearm silencer;
- Any explosive, incendiary or poisonous gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than  $\frac{1}{4}$  ounce, mine or similar device;
- Any weapon which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than  $\frac{1}{2}$  inch in diameter; any combination of parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled;
- Any bludgeon, sand club, metal knuckles, throwing stars;
- Any knife, commonly referred to as a switchblade, which has a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of



the knife, or any knife having a blade that opens or fails or is ejected into positions by the force of gravity or by an outward, downward or centrifugal thrust or movement;

- Any electronic device designed to discharge immobilizing levels of electricity, commonly known as a stun gun

Possession of any knife, not defined as a weapon, will result in confiscation of the knife, which parents will have to pick up from the office. If the child intentionally brought the knife to school, immediate consequences will be imposed. If it can be determined that the child brought the knife to school by accident (left in backpack, etc.), then the knife will be confiscated and parents can retrieve it from the principal. Repeated incidents will be treated as non-compliance and consequences will result.

### **Vandalism (Policy EBCA)**

- The board shall seek restitution according to law for loss and damage sustained by the district.
- When a juvenile is involved in vandalism to district property, the principal shall contact the parents and explain their legal responsibility. The parents shall be notified in writing of the dollar amount of loss or damage.
- Restitution payments shall be made by juveniles or their parents to the business office, and accounts shall be kept. Persons of legal age shall be held responsible for their own payments. If necessary, provisions may be made for installment payments. Accounts not paid in full within the specialist time may be processed for legal action.

### **Disturbance of School Environment**

Law enforcement officers may be requested to assist in controlling disturbances at school and, if necessary, to take students or other persons into custody.

## **EMERGENCY SAFETY INTERVENTIONS**

### **Emergency Safety Interventions (ESI)**

The Wamego USD 320 Board of Education has adopted a local board policy on the use of Emergency Safety Interventions (ESI) which is available online at [www.usd320.com](http://www.usd320.com). The Emergency Safety Interventions (ESI) policies for all students will:

- Promote safety and prevent harm to students, school personnel, and visitors.
- Foster a climate of dignity and respect in the use of discipline and behavior management techniques.
- Provide school personnel with clear guidelines about the use of seclusion and restraint in response to emergency situations.
- Provide parents/guardians information about state guidelines and district policies related to the use of discipline, behavior management, behavior interventions, and responses to emergency situations.
- Promote the use of non-aversive behavioral interventions, including positive behavior support techniques.

Building principals are responsible for ensuring all school staff are trained annually in positive behavior intervention techniques, de-escalation strategies, ESI regulations and district ESI policy/procedures.

### **Standards for the use of ESI**

Emergency Safety Interventions (ESI) refers to the use of seclusion or physical restraint. District personnel may use seclusion and/or physical restraint only when less restrictive alternatives were determined by the school employee to be inappropriate or ineffective, and when a student's behavior presents an immediate physical danger to self or others. Violent actions that are destructive of property may necessitate the use of ESI. The use of ESI shall stop as soon as the immediate danger or physical harm ceases to exist.

### **Physical Restraint**

Physical restraint may be used when the student's behavior presents an immediate physical danger to self or others or is violently destructive of property, and other interventions, such as positive behavior supports, to prevent dangerous behaviors are inappropriate or ineffective under the circumstances. When physical restraint is used, the following principles apply:

- The use of physical restraint shall stop as soon as the immediate danger of physical harm ceases to exist.
- School personnel will use the safest method with the least amount of force, for the shortest amount of time possible during ESI.
- The student's status will be visually monitored continuously throughout the process to ensure the appropriateness of its use and safety of the child, other children, teachers, and other personnel.

### **The following physical restraint procedures are prohibited:**

- Use of restraint for purposes of discipline, punishment, or for the convenience of a school employee is prohibited.
- The use of prone physical restraint, supine physical restraint, physical restraint that obstructs the airway of a student, or any physical restraint that affects a student's primary mode of communication is prohibited.
- The use of chemical restraint, except as prescribed treatments for the student's medical or psychiatric condition by a person appropriately licensed to issue such treatments, is prohibited.
- The use of mechanical restraint, except those protective or stabilizing devices either ordered by a person appropriately licensed to issue the order for the device or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts or other safety equipment when used to secure students during transportation, is prohibited.

### **Seclusion**

Seclusion may be used when the student's behavior presents an immediate physical danger to self or others or is violently destructive of property, and other interventions, such as positive behavior supports, to prevent dangerous behaviors, are inappropriate or ineffective under the circumstances. When seclusion is used, the following principles apply:

- The use of seclusion shall stop as soon as the immediate danger of physical harm ceases to exist.
- A student shall not be subjected to seclusion if the student is known to have a medical condition that could put the student in mental or physical danger as a result of seclusion. The medical condition must be documented by the student's licensed health care provider, a copy of which has been provided to the school and placed in the student's health file.
- During seclusion a school employee shall be able to see and hear the student at all times. All seclusion rooms equipped with a locking door shall be designed to ensure that the lock automatically disengages when the school employee viewing the student walks away from the seclusion room, or in case of emergency, such as fire or severe weather.
- A seclusion room shall be a safe place with the proportional and similar characteristics as other rooms where students frequent. Such room shall be free of any condition that could be a danger to the student and shall be well-ventilated and sufficiently lighted.

### **Multiple ESI Incidences**

Upon the third ESI for a single student within a school year, a meeting will take place within 10 days that will include the IEP team, 504 team, or a general education team that includes the parents, teacher, staff member involved in the ESI, building administrator, and any other district employee deemed appropriate by the school principal. In all cases, the student shall be invited to the meeting. The time for calling such a meeting may be extended beyond the 10-day limit if the parent of the student is unable to attend within that time-period.

During the meeting, the team will discuss the incident(s), consider the need for a functional behavioral assessment, create or make changes to a behavior intervention plan, and determine if the student should be evaluated for services if the student has not been identified for a 504 plan or special educational services.

Nothing in this section shall prohibit the development and implementation of a functional behavior intervention plan for any student who has not had three ESI incidents in a school year. This process may be modified by the agreement of the IEP or 504 team.

### **Parent Rights & Notification in the Use of ESI**

- Upon use of an ESI, the school must notify the parent the same day of the incident. If the parent cannot be contacted, the school must notify the emergency contact listed in the student record.
- Written documentation, which includes date and time of the intervention, the type of intervention, and the length of time the intervention was used, and the school personnel who participated in or supervised their intervention, shall be provided to the student's parents no later than the next school day.
- The first written ESI incident report shall be accompanied with a copy of the district ESI, parent's rights, local dispute resolution process, the complaint process of the state board of education (when available), and information that will assist the parent in navigating the complaint process, including contact information for Families Together and the Disability Rights Center of Kansas. For each subsequent incident, the parent notification form shall include a direct website address that contains all required ESI information.

### **Complaint Investigation Procedure for Use of ESI**

- The Board of Education has delegated to the Superintendent or his/her designee the authority to receive parental written complaints regarding the use of ESI.
- Upon receipt of a complaint, the Superintendent or his/her designee will investigate the complaint and develop a written report which will include findings of fact, conclusions relevant to the requirements of this policy or regulations of the KSDE and, if necessary, a corrective action to remedy an instance of noncompliance. The Superintendent or his/her designee shall submit the report to the Board of Education in executive session. The Board may approve the report or require additional information before approving the report.
- The written report will be submitted to the parents, the school, the Board of Education, and the KSDE within 30 calendar days from the date the complaint is received in the Superintendent's office. Once such a procedure has been developed, a parent may file a complaint under the State Board of Education complaint process within thirty (30) days from the date a final decision is issued pursuant to the local dispute resolution process.

## **ACTIVITIES**

### **Extracurricular Activities Participation Requirements (Policy JH)**

To participate in an extracurricular activity, a student must attend school the half-day before the event. (The principal may consider extenuating circumstances.)

### **School Sponsored Clubs (Policy JHC)**

School sponsored clubs shall be under the direct control of school personnel.

### **Assemblies**

Students are expected to be courteous, treat others with dignity and respect, and follow all codes of conduct during assemblies. Expectations for behavior during assemblies will be reviewed, modeled, and practiced at the beginning of the year, along with the expectations for other specific areas in the building (arrival, dismissal, hallways, bathrooms, lunchroom, and playground).

### **Fund Raising (Policy JK)**

Solicitations by students of student or school personnel during school hours and on school property shall be done only when they are related to school sponsored activities. All student sales projects shall require the principal's prior approval.

### **Field Trips (Policy IFCB)**

Field trips are part of the student's learning experience and will relate to the curriculum being studied. Field trips are taken at the discretion of the school staff, as resources are available. Parents must give permission for all field trips at enrollment. Parents will be notified of specific field trips and dates when they occur. Parents serving as field trip supervisors must have a signed Volunteer Code of Conduct at the school. School transportation will be provided for all student participants to all school activities. All student participants must travel with the class/group to and from the activity site. The student can only be released to the parent/guardian(s) once they have handed the teacher/sponsor a written note stating that their son or daughter is leaving with them.

### **Volunteer Code of Conduct**

- All information regarding any student is to remain confidential with the school volunteer.
- Volunteers will follow the general directions of the teachers.
- Volunteers will not be allowed to use alcohol, tobacco in any form, or other drugs while working in the school setting or on field trips.
- Volunteers are to refrain from the use of inappropriate language. Violation of this policy will result in termination of the volunteer relationship as well as future volunteer opportunities in USD 320.
- Volunteers are expected to follow the dress code of the school and dress appropriately as other school staff.
- Volunteers are to bring all disciplinary issues to the attention of the supervision teacher. The teacher will administer consequences, as he/she deems necessary.
- Volunteers will not bring children with them to the school setting or on field trips when volunteering (i.e. younger children, siblings of enrolled children, etc.)

## **HEALTH AND SAFETY**

### **Health Services**

The school nurse has the overall responsibility to organize and manage the health services program for the building. The school nurse and staff have the responsibility of deciding when a child is too ill to be in school. No child will be allowed to leave school until the parent/guardian or emergency contact person has been notified.

Children will be excluded from the class when they exhibit any of the following symptoms: temperature of 99.6 or greater, upset stomach with nausea and vomiting, severe menstrual cramps, severe nose bleeds, suspicion of contagious disease, or other concerns identified by the nurse.

Parents should not send to school a child who is exhibiting any of the symptoms above prior to coming to school. Parents should report any other health issues/problems happening outside of the school day that may inhibit the student's ability to perform at school.

If a child becomes ill during the school day, the parent/guardian will be notified to come pick up the child. Every effort should be made by the parent/guardian to pick up the child within 30 minutes of the phone call.

### **Health Assessments (Policy JGC)**

All students up to the age of nine shall submit evidence that they have undergone a health assessment prior to entering preschool or kindergarten or before enrolling in the district for the first time. Physicals completed within one year prior to the date of enrollment will be accepted. Students new to the district will have 90 days from the date of enrollment to provide documentation of the assessment. Students who are new to the district will need proof of a health assessment. These students will not be allowed to attend classes until these requirements are met.

### **Accidents, Report of (Policy JGFG)**

Students should report any injury incurred at school or a school-sponsored activity to the principal or appropriate sponsor.

When appropriate, a parent shall be notified of a student injury as soon as possible to determine appropriate action. If the student needs medical attention and the parents cannot be reached, the principal (or designated school employee) shall seek emergency medical treatment.

### **Communicable Diseases (Policy JGCC)**

Any student noted by a physician or the school nurse as having a communicable disease may be required to withdraw from school for the duration of the illness. The student will be readmitted to regular classes upon termination of the illness, as authorized by the student's physician or as authorized by a health assessment team. The board reserves the right to require a written statement from the student's physician indicating the student is free from all symptoms of the disease.

### **First Aid (Policy JGFG)**

If a student has an accident, which requires medical treatment, no action shall be taken by an employee except the following:

- Send for medical help;
- Make the student as comfortable as possible while waiting for competent medical assistance to arrive;
- Notify the principal

If an employee present is qualified to administer first aid, aid will be given. Qualified employees, for this purpose, are the school nurse or those employees who have successfully completed an approved Red Cross first aid program.

### **Head Lice**

Kansas State Law, KAR 28-1-6, effective May 16, 2007, requires students who are infested with head lice (Pediculosis) be expelled from school until they have been treated with head lice shampoo. School personnel will check the student before returning to school.

### **Inoculations (Policy JGCB)**

All students enrolling in any district school shall provide the building principal with proof of immunization of certain diseases or furnish documents to satisfy statutory requirements. Booster shots required by the Secretary of the Department of Health and Environment are also required.

A copy of this policy and the applicable state law shall be distributed to students, prospective students or their parents on or before May 15<sup>th</sup> of each school year. The superintendent shall issue a new release each August explaining the required inoculations and booster shots. Parents may delegate in writing their authority to consent to immunizations. If the parent is not reasonably available, and the authority to consent has not been denied as provided in law, individuals other than the parent may consent to the immunizations as provided for in current law.

Students who fail to provide the documentation required by law, may be excluded from school by the superintendent until statutory requirements are satisfied. Notice of exclusion shall be given to the parents/guardians as prescribed by law. Students who are not immunized against a particular disease(s) may be excluded from school during any outbreak.

Each principal shall forward evidence of compliance with the inoculation law to other schools or school districts when requested by the school or by the student's parents/guardians.

**Medications, Administering (Policy JGFGB)**

The supervision of oral and injectable medications shall be in strict compliance with the rules and regulations of the board as carried out by district personnel. Diagnosis and treatment of illness and the prescribing of drugs, and medicines are not the responsibility of the public schools and are not to be practiced by any school personnel, including school nurses, unless authorized.

In certain circumstances when medication is necessary in order that the student remain in school, the school may cooperate with parents in the supervision of medication that the student will use. However, the medical person authorized to prescribe medication (including non-prescription medication) must send a written order to the building administrator who may designate a supervisor for the administration of the medication or treatment. The parents must submit a written request to the building administrator requesting the school's cooperation in such supervision and releasing the school district and personnel from liability. (See JGFGBA)

School personnel shall not be required to be custodians of any medication except as required by a written order of a licensed medical person.

The medication shall be examined by the school employee administering the medication to determine that it appears to be in the original container, to be properly labeled, and to properly authorized by the written order of licensed medical person. Two containers, one for home and one for school, should be requested from the pharmacist. Only oral medications should be administered, except in emergency situations.

Any changes in type of drugs, dosage and/or time of administration should be accompanied by new physician and parent permission signatures and a newly labeled pharmacy container.

All medication maintained in the school setting should be kept in a locked container. This includes medication requiring refrigeration.

Medications should be inventoried every semester. Out-of-date stock should be returned to parents or destroyed.

Over-the-counter medications should not be maintained on any school premises, including athletic areas, unless written permission from a medical person to administer is obtained.

The building administrator may choose to discontinue the administration of medication provided that the parents or medical person are notified in advance of the date and the reasons for the discontinuance.

After medication is administered, students should be observed for possible reactions to the medication. This observation may occur at the site of administration or in the classroom as a part of the normal routine.

This policy shall be shared with all local physicians and dentists where practicable. Forms should also be made available to the health care providers in the community.

An individual record should be kept of each medication administered. The record should include student identification, date prescribed, name of medication, time and date(s) administered, signature of person administering and section of comments.

In the administration of medication, the school employee shall not be deemed to have assumed any legal responsibility other than acting as a duly authorized employee of the school district.

### **Food Allergies of Students**

#### **Responsibilities of Teachers:**

If you have a child in your classroom with severe food allergies, the following steps will be taken:

- Review health records as submitted by parents and physician with our school nurse.
- Students should be included in regular school activities and not excluded based on their allergy.
- Discuss field trips with parents to decide appropriate strategies for managing the food allergy.
- Alert parents in your classroom through e-mail and blog posts of the food allergy (without identifying the child) so that parents are aware of the need to refrain from sending treats that contain that food.

#### ***Responsibilities of Principal, School Nurse, and Teachers:***

- Establish a core team of teachers, school nurse, principal, food service, and other school personnel to work with parents to establish a Prevention Plan and a Food Allergy Action Plan.
- Alert parents in your entire school through e-mails (first 2-3 months of school) and blog posts of the food allergy so that parents are aware of the need to refrain from sending in treats that contain that food. Inform any room parents or parent helpers prior to a class party.
- Ensure that all staff who interact with the student on a regular basis understand the food allergy, can recognize the symptoms, know what to do in an emergency, and work with other school staff to eliminate the use of the food allergen in treats, snacks, and other areas of the school day. Meet with staff prior to the first day of school when dealing with a severe food allergy issue.
- Establish and practice the Food Allergy Action Plan before an allergic reaction occurs to assume the efficiency/effectiveness of the plan. Make sure medications are appropriately stored and that emergency kits are available that contain a physician's standing order for epinephrine. (Student should be allowed to carry their own epinephrine, if approved from the student's physician, parent, and/or school nurse.)
- School personnel should be properly trained to administer medications. Be prepared to handle a reaction and ensure that there is a staff member available who is properly trained to administer medications during the school day regardless of time or location.

#### ***Responsibilities of Principal and Transportation Director:***

- If necessary, work with Transportation Director to ensure that school bus driver training includes symptom awareness and what to do if a reaction occurs.
- Enforce the "no eating" rule on buses.



### **Human Sexuality Curriculum (Policy IKCA)**

The human sexuality curriculum is available for inspection from the building principal. Fifth grade students will participate in a student activity day where this subject matter will be addressed.

A parent or guardian may use the district opt-out provision to remove the student from some portion or all human sexuality classes included in the district's required curriculum. To receive information on the opt-out provisions, contact the principal's office.

### **Asbestos Notification**

In accordance with EPA regulations, this school has been inspected for materials that contain asbestos and an asbestos management plan has been developed and adopted.

This plan is on file with the Buildings and Grounds Director. The plan complies with the AHERA mandated requirements for asbestos materials in schools. Any individual who would like to review the plan may do so by contacting the building principal and requesting to see the plan.

## **BUS REGULATIONS AND RULES**

### **Bus Regulations (Policy JGG-Q)**

Bus transportation shall be provided to and from school for those students who qualify.

Transportation may be provided by the district for school activities. Transportation will be denied to students who are detained after school for disciplinary reasons.

Students who use school-provided transportation shall be under the jurisdiction of the vehicle driver while in the vehicle. Students shall be subject to the district's student behavior code and other regulations.

A bus driver shall not knowingly discharge riders at places other than the regularly scheduled bus stops unless prior authorization is given by the parent. No student may ride on a school bus as a guest of another student unless previous arrangements have been made by written authorization from parents and seating is available.

Any change in after-school bus transportation should be communicated by the parent in writing or the parent is to call the school office. This information will be given to the bus driver at the end of the day. If a student misses the afternoon bus because of a lack of parental communication or for students who do not follow the appropriate dismissal procedures, it will be the parent's responsibility to make transportation arrangements. The school will make every reasonable effort to notify the parent of the situation. A shuttle bus is available to all students. All bus rules apply to those students who use the shuttle bus service.

- Shuttle bus services are available to all students whose parents sign up for the service.
- Shuttle bus services are available for West Elementary students before and after school. Students may shuttle to West from Central Elementary or Wamego Middle School in the morning. After school, students may shuttle from West to Central Elementary or Wamego Middle School. Shuttle bus service is also available in the morning from West Elementary to Central Elementary or Wamego Middle School.

- All bus rules apply to students that use the shuttle bus services.

### **Bus Rules**

- Students must be on time at the designated pick up location.
- Students are to conduct themselves in a safe and orderly manner in accordance with school rules while waiting for the bus.
- Students are not to carry anything onto the bus that will impede foot traffic in the aisle. All feet and legs are to be kept out of the aisles.
- Food, drinks, latex balloons, weapons, and animals are not allowed on the bus.
- Students are not to get out of their seats while the bus is in motion.
- Students will place all trash in the trash container as they exit the bus.
- Students are not to extend their arms or heads out of the bus window.
- When leaving the bus, students are to follow the directions of the driver. If students cross the road, they should cross in front of the bus after making sure the street is clear of traffic.

The Transportation Director and/or Building Principal administers consequences for misbehavior on the buses that transport students to and from school. Behaviors that will result in an immediate suspension from the bus for 5 days (or more depending on previous behavior reports) includes fighting, obscene or vulgar behavior or language, throwing objects inside the bus or out the windows, use or possession of tobacco or drugs, vandalism, possession of weapons (knives, guns, sharp objects), refusal to obey the driver.

Other actions will result in:

- First Offense: Warning will be given, parents will be notified and the transportation director will meet with the student.
- Second Report: 5-day suspension from the bus.
- Third report: 15-days off the bus.
- Fourth report: 45-days off the bus.
- Fifth report: suspension from the bus for the rest of the year.

Incidents involving initiations, hazing, intimidation, and/or related activities which are likely to cause bodily danger, physical harm, personal degradation, or disgrace resulting in physical or mental harm, or which affect the attendance of another student, are prohibited.

### **Bus Camera Usage Policy**

USD 320 has installed camera recording systems in their buses. These cameras record video and sound, speed, location, and various other vehicle inputs. The purpose behind the camera systems is to enhance security and behavior for our students who are riding.

Recordings are designed to assist school officials at positive determination of individuals who are creating unsafe conditions on our buses. This includes student behavior, adult rider behavior, unauthorized entry on buses (trespassing), and driver compliance to district policies and state laws.

Recordings are viewed primarily, but not exclusively, by the district's Transportation Director when drivers report incidents on the bus. The Transportation Director may make a copy of recording

segments to share with school officials when they have a need to know what is on the recording. Normally, these recordings will not be shared with district patrons to protect the rights and security of the various children on the bus. In unusual circumstances, the Transportation Director can show a recording that has all non-affected riders faces "blurred out" so that they are not recognizable; however, this process consumes much time and should only be considered for extraordinary reasons.

Normally, recordings for misbehavior's will be maintained by the Transportation Director for the current school year only. Recordings that show illegal activity may be kept longer depending on adjudication efforts.

## **HOME-SCHOOL COMMUNICATION**

Consistent home-school communication is essential in an effective learning community. We encourage open communication between home and school to ensure the success of each child.

### **Classroom Communication Using Technology**

All classroom teachers are required to provide information on their classroom using a technology resource (SeeSaw app) to keep parents informed of learning goals and other special activities and events. This is a practice that is encouraged of all staff. The building principal will also maintain a school blog for West Elementary.

Instructions on how to access classroom information through SeeSaw will be shared with parents at the beginning of the school year, or with new families as they enroll throughout the year. Parents are encouraged to access this information frequently to stay informed on important school topics and activities. Parents without access will be given hard copies of all posts from their child's classroom technology communication, as well as from the principal's blog on a weekly basis, or as needed, to meet the deadlines of specific activities taking place at the school or in the community.

### **Meetings with Teachers**

Face to face meetings with your child's teachers are one of the most profitable forms of educational communication. It affords parents and teachers the opportunity to meet and confer on a one-to-one basis. In order for such visits to yield their full potential, it is best to schedule them at a time that is mutually convenient to both parties. In so doing, scheduled conflicts and interruptions can be eliminated. Remember, official Parent/Teacher Conferences are scheduled at the end of the first and third quarters of school with all parents/guardians.

### **Telephones/Intercom**

The school telephones and intercom system will be used for school business exclusively. Parents and students should make after school plans and take care of other business without interrupting the school day.

Due to the demands on the school phone and the persons involved, it is requested that you consider the following in order to make the school phone communication more productive and manageable.

1. Please notify the school office immediately if any of the following change:  
Numbers for home or parents' work;  
Mailing or street address; or  
Emergency contacts or email changes.
2. If your phone number is unlisted, make it available to the school office and stipulate that it is unlisted. No one other than appropriate school staff will be given access to the number.
3. Parents must supply the office with a second local phone number where aid might be obtained in case of an emergency.
4. **Please do not use email as a means of communication with the school for immediate changes in your child's schedule. For example, attendance and changes of daily routines should be communicated directly to the school's office or to your child's teacher either by written notice or phone call.**
5. Students will be called to the phone from classes only in cases of extreme emergency. Teachers will be called to the phone in cases of emergency or during their planning time.
6. The school telephone will not be available for students making social arrangements.

### **Automated Phone System**

The West Elementary phone line will be answered by our automated phone system prior to 7:30 a.m. and after 4:30 p.m. If you know the extension of the party you wish to speak to, you may enter it at that time. If you do not, press star for the directory, which will give you our teachers' extension numbers. You may also wait for the beep and leave a message. Your call is important to us and will be acted upon as soon as possible.

### **School Supply List**

A school supply list may be found by going to [www.usd320.com](http://www.usd320.com), click on Enrollment and then West Elementary School.

### **Student Agenda Notebooks**

Each student purchases an agenda notebook where assignments (and other notes from teachers) are recorded. Parents should review the agenda and initial and discuss school work and learning goals with their child daily. Parents may also use the agenda to communicate messages to their child's teacher. The student agenda is an important organizational and communication tool between school and home.

## **COMPLAINTS**

### **Complaints (Policy KN)**

USD 320 asks that complaints be handled first at the level where the problem occurs. In those cases where a problem occurs in the classroom, students and parents should consult first with the classroom teacher. In most cases, the teacher is best suited to address the issue. If a parent or student feels that the situation has not been resolved satisfactorily, the parent or student should consult with the principal. If necessary, the principal shall arrange a conference to try to resolve the concern.

If a parent or student is still not satisfied with the resolution of the complaint, they should then consult with the superintendent of schools. If after working with the superintendent of schools, the parent or student is still not satisfied with the resolution of the complaint, they have the right to ask to address the Board of Education. There is an established procedure in place for parents or students to request a meeting with the Board of Education. The Board of Education reserves the right to determine if they will hear the complaint.

Board members may receive complaints directly from parents or citizens of the community. In handling a complaint, the board will not consider, as individuals or as a board, any complaint until it is referred to the superintendent first. The superintendent will ensure that the appropriate process for resolving complaints is utilized (see the description of the process in the preceding three paragraphs).

## **PARENT INVOLVEMENT**

One goal at West Elementary is to offer parents a variety of activities for involvement in their child's education. Among these activities are:

### **Parent/Teacher Organization**

The purpose of the PTO is to promote the welfare of ALL children and to bring into closer relation the home and school. The PTO is open to all parents, grandparents, and teachers who believe that our children are the future. We encourage each of you to participate and have a voice in the future of our kids. The PTO meets jointly with the Central Elementary PTO at 6:00 p.m. in the Central Library. Meetings for the 2017-2018 school year will be as follows: September 14, October 26, November 16, January 18, February 15, April 19, and May 17. Officers are elected for the positions of President, Vice President, Secretary, and Treasurer. Officers for the 2017-2018 school year are President, Nancy Bosse; Vice-President, Angie McCune; Secretary, TBD; and Treasurer, Janelle Fulton.

The West Elementary PTO has contributed so much to enhance our school. Some of these contributions include the following: (This list is not all inclusive.)

- \$25,000 toward the purchase of the two current playground structures
- Multi-media system set-up for each classroom (this project included a 50" Plasma TV connected to teacher computer workstations with Interwrite Pads for interactive classroom instruction)
- \$26,000 toward a \$50,000 project to upgrade the above multi-media systems to Interactive Whiteboards (Promethean Boards) in all grade level classrooms
- \$17,000 to pay for a set of 25 laptop computers for a new computer lab
- \$32,000 to pay for iPads for students
- \$500 toward the purchase of iPad apps for students
- Four flip video cameras with tripod
- Two sets of soccer goals
- Thirteen picnic tables for our picnic area patio
- Legos Mindstorm Robotics kits for our Fifth Grade Robotics Club
- Digital camera for use in our Art Program

- Over 200 Guided Reading books for our Guided Reading library
- Games for "indoor" recess
- Balls for use on the playground
- Educational gifts for each classroom at Christmas
- Funding for each student for annual field trips
- Snacks for students during special events (i.e. Play Day)
- Meals for teachers during Parent/Student/Teacher Conferences
- Organization of the Fifth Grade End of year Celebration
- Classroom budget money (\$300 per grade level and specialized classes in 2013-2014 and \$150 per grade level in 2014-2015) for "incidental" items
- \$3000 for additional Guided Reading books during the 2014-2015 school year
- \$1,000 for each grade level to help with field trip expenses in 2015-2016
- Playground equipment and P.E. equipment in 2015-2016
- \$1,500 per grade level and \$1,500 for the specialized team during the 2016-2017 school year to help offset expenses of classroom supplies.

### **Volunteers for Special Events**

Periodically, our PTO will send out requests for volunteers for various activities, such as help with Parent-Teacher Conference Meals, Play Day, Fifth Grade End of Year Celebration, or for other special events. Typically, PTO will use a system such as "VolunteerSpot", which is an online tool for soliciting volunteers or donations. The school may also use a system such as this for volunteers or donations, or may communicate these needs through school email or blog posts.

All school volunteers must have a signed copy of the Volunteer Code of Conduct on file at the school.

### **West Site Council**

The West Site Council, consisting of parents, teachers, and community members, acts as an advisory group in the school improvement process. The Site Council advises the school on various school concerns and monitors the progress of the School Improvement Plan. A list of current Site Council members will be provided at the beginning of the school year. Parents interested in serving on the Site Council, as positions become available, should contact the building principal. The West Site Council will meet jointly with the Central Elementary Site Council at 7:00pm in the Central Library on the following dates for the 2017-2018 school year: September 14, October 26, January 18, February 15, and April 19.

School-wide Expectations Matrix for West Elementary							
	Arrival	Hallway	Lunchroom	Playground	Bathroom	Assemblies	Bus
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Voice level 2</li> <li>• Follow all adult directions.</li> <li>• Use kind words and actions.</li> <li>• Remove hats/hoods.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice level 0</li> <li>• Keep hands to self (respect displays).</li> <li>• Walk "two tiles" away from walls.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice level 2, unless otherwise indicated</li> <li>• Use good manners.</li> <li>• Follow all adult directions the first time given.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all adult/leader directions.</li> <li>• Use kind words and actions.</li> <li>• Line up quietly and quickly.</li> <li>• Include everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice level 0 to 1</li> <li>• Clean up after yourself.</li> <li>• Respect others' privacy.</li> <li>• Respect school property.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice level 0</li> <li>• Sit flat and still.</li> <li>• Follow all adult/leader directions.</li> <li>• Use good manners.</li> </ul>	<ul style="list-style-type: none"> <li>• Voice level 1</li> <li>• Use kind words and actions.</li> <li>• Follow all adult directions.</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Report to your assigned area.</li> <li>• Remain seated.</li> <li>• Sit in the order you arrive.</li> </ul>	<ul style="list-style-type: none"> <li>• Get to class on time.</li> <li>• Keep hallways clean.</li> <li>• Go directly to your destination.</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 3 people at the water cooler</li> <li>• Respond to "quiet" signal when prompted.</li> <li>• Clean up your table/floor area.</li> </ul>	<ul style="list-style-type: none"> <li>• Report disruptions, accidents, and injuries to an adult.</li> <li>• Follow the playground rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Flush the toilet.</li> <li>• After washing hands, use only 2 paper towels.</li> <li>• Report disruptions to a teacher.</li> <li>• Return to room promptly.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to "quiet" signal when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of your personal property.</li> <li>• Take care of school property.</li> </ul>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in single file.</li> <li>• Keep hands, feet, and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain seated until dismissed.</li> <li>• Follow line procedure; Voice level 0 in halls.</li> <li>• Keep hands, feet, and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns.</li> <li>• Use playground equipment properly.</li> <li>• Keep hands, feet, and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands with soap.</li> <li>• Keep feet on the floor.</li> <li>• Keep water in sink/toilet.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk at a safe pace.</li> <li>• Remain seated until dismissed.</li> <li>• Keep hands, feet, and objects to self.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain seated after you enter bus.</li> <li>• Ask for help when you need it.</li> <li>• Make good choices.</li> </ul>

## USD 320 Elementary Anti-Bullying Policy and Procedures

<b>I. Purpose Statement</b>	Our school community is committed to making our school a safe and caring environment for all. We will treat each other with respect, and we will refuse bullying of any kind at our school.
<b>II. Definition of Bullying &amp; Harassment</b>	<p><b>A. Definitions</b></p> <p>Bullying is unwanted, aggressive behavior that may occur in person or electronically and involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Individuals who engage in bullying others intend to cause harm or distress on the targeted person(s). Individuals who are targeted by bullying may experience harm and distress, including impact on physical, psychological, social, or educational harm.</p> <p>To be considered bullying, the behavior must be aggressive and include:</p> <ul style="list-style-type: none"> <li>• An imbalance of power: Individuals who bully use their power—such as physical strength, access to embarrassing information, age, position within the school or popularity—to control or harm others. Power imbalances can change over time and can vary depending on the situation, even if they involve the same people.</li> <li>• Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.</li> </ul> <p>The difference between bullying and harassment:</p> <p>Although bullying and harassment overlap at times, not all bullying is harassment and not all harassment is bullying. Harassment is also prohibited under this policy.</p> <ul style="list-style-type: none"> <li>• Harassment is unwelcome conduct based on a protected class (i.e. race, national origin, color, gender, age, disability, religion, sexual identification) that creates a hostile environment. It does not need to include intent to harm, be directed at a specific target, or involve repeated incidents.</li> <li>• Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature.</li> </ul> <p>A bullying incident or harassment incident can involve multiple individuals who are bullied and multiple individuals who bully.</p> <p>The difference between bullying and peer conflict:</p> <p>Bullying is not the same as peer conflict. Conflict resolution and peer mediation may be appropriate for responding to peer conflict, but not to bullying. Peer conflict is not covered under this bullying policy.</p> <ul style="list-style-type: none"> <li>• Peer conflict is an incident in which individuals with no perceived power imbalance fight, argue, or disagree.</li> </ul> <p><b>B. Statement of Scope</b></p> <p>Our school's consequences for bullying apply when bullying happens:</p>



- **On school grounds:** Immediately before or after school hours, during school hours, or at any other time when the school is being used by a school group
- **At a school-sponsored activity, function, or event:** On or off school grounds
- **At school-related locations and events:** This includes but is not limited to bus stops and property adjacent to school grounds
- **On school-associated transportation and when traveling:** To or from school or a school activity, function, or event
- **When using property or equipment provided by the school:** This includes school-owned technology
- **On or off school grounds:** When the behavior has caused significant disruption to the learning environment or interfered with an individual's ability to learn

### **C. Prohibited Behavior**

Any form of bullying and harassment, regardless of severity, is unacceptable and will be taken seriously by school personnel, students, and families. Types of bullying may overlap and bullying behaviors may fall into one or more categories. The following behaviors are strictly prohibited:

- **Physical bullying:** Involves hurting a person's body or possessions and may include hitting, kicking, tripping, pushing, pinching, spitting, taking or breaking someone's things, or making mean or rude hand gestures.
- **Verbal bullying:** Involves saying or writing mean things that may cause emotional harm and may include teasing, name calling, making inappropriate comments about someone, taunting, mocking someone, using put-downs, or threatening to cause harm.
- **Relational (social) bullying:** This is sometimes referred to as social bullying and involves hurting someone's reputation or relationships and may include leaving someone out on purpose, telling other children not to be friends with someone, spreading rumors about someone, embarrassing someone on purpose, or making others feel "invisible".
- **Cyberbullying:** Involves aggressive behavior using electronic devices and may include circulating electronic images or videos, insulting text messages, bullying through online games, or bullying through social media.
- **Harassment:** Includes any of the above behaviors based on race, color, national origin, gender, age, disability, religion, or sexual identification.
- **Sexual Harassment:** Includes unwelcome sexual advances or comments, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature.
- Any type of retaliation, including against individuals who report bullying, is also prohibited.

### **D. Enumeration of Groups**

Prohibition of behavior under this policy includes, but is not limited to, bullying behavior by any student, staff member, or parent to any student, staff member, or parent. Bullying and harassment motivated by race, gender, social status, religious beliefs, mental/physical ability, sexual or gender identity, and/or other relevant characteristics is strictly prohibited. All students, staff, and parents are protected under this policy, regardless of whether they are represented in

	<p>the enumerated groups, as not all acts of bullying are based on enumerated characteristics.</p>
<p><b>III. Reporting Procedures</b></p>	<p>It is our school's expectation that all bullying incidents be reported.</p> <ul style="list-style-type: none"> <li>• A student who believes he/she has been the target of bullying or harassment will submit a report of the bullying incident.</li> <li>• Teachers/Staff witnessing or who become aware of a bullying situation or harassment should intervene right away; many times the situation can be rectified before it requires complicated interventions.</li> <li>• Reports may be made using the bullying/ harassment reporting form that can be found in the school office or in each teacher's classroom. Students, parents, close adult relatives, or staff members may submit a bullying/ harassment reporting form. Students may ask for help from a staff member to complete the form if the student wishes. Forms may be filed anonymously, confidentially, or the individual may choose to be identified. <ul style="list-style-type: none"> <li>○ Anonymous and confidential reporting: To submit a report without revealing identity, bullying/ harassment reporting forms may be submitted in a designated box located outside of the following locations: front office, lunchroom, counselor's office, or library. The school will provide protection from retaliation for all individuals who submit reports of bullying or harassment behavior, whether or not they are the target of the behavior.</li> </ul> </li> </ul> <p>The counselor and/or school principal is responsible for receiving reports of bullying and harassment submitted to the designated box and filing a written report. If the reported incident is a violation of civil law (i.e. sexual battery or a hate crime), the school principal is responsible for reporting the incident to law enforcement.  <i>*Extreme cases of bullying will go directly to the principal.</i></p>
<p><b>IV. Written Records</b></p>	<p>All reports of bullying/harassment will be documented on a bullying/harassment report form and submitted to the counselor and/or school principal and recorded in our student information management system for data collection and storage. Documentation will be maintained for reports, investigations, follow-up, resolution, and communication between the school and involved parties. This data will be used to identify patterns of bullying behavior, to evaluate effectiveness of prevention programming and the response procedure, and for behavior reports to the school district. The counselor and/or school principal is responsible for coordinating written records of bullying/harassment.</p>
<p><b>V. Investigating</b></p>	<p>The counselor and/or school principal will conduct a prompt, thorough, and impartial investigation of all reports of bullying/harassment using the bullying/harassment incident investigation form within three days after the report to ensure the safety of all students involved. Individuals who were bullied, individuals who bullied, and bystanders will be separated and asked to provide information about the incident. The investigation will also include a review of any previous complaints involving the individual(s) who bullied. The investigation procedure will vary depending on the nature of the reported incident. All information gathered during the investigation will be submitted to the school principal and will remain confidential. The findings from the investigation will be used by school administrators to determine the appropriate response procedure.</p>

	<p>During the investigation process, the school will take measures to ensure that no further bullying or harassment occurs between the individual(s) who was (were) bullied and the individual(s) who bullied. If necessary, the school will put in place a student safety plan for the involved individuals. The plan may include the following:</p> <ul style="list-style-type: none"> <li>• changing the seating of the individual(s) who bullied in class, at lunch, or on the bus</li> <li>• identifying a staff member who will act as a safe person for the individual(s) who was (were) bullied</li> <li>• altering the schedule of the individual(s) who bullied</li> <li>• preventing access to the individual(s) who was (were) bullied</li> </ul> <p>Any changes should not inconvenience the individual(s) who was (were) bullied.</p>
<p><b>VI. Responding</b></p>	<p>Schools will take prompt and effective steps to end bullying/ harassment, eliminate any hostile environment, and prevent the bullying and harassment from happening again. After the school receives a report of bullying or harassment, and it is confirmed, the counselor and/or school principal will contact the parent/guardian(s) of all students involved, and will maintain communication with the parent/guardian(s) once the investigation is completed to share the results of the investigation, whether there was a violation of policy, and the process for appealing the findings of the investigation. Support services will be provided to address the psycho-social needs of both the individual(s) who was (were) bullied and the individual(s) who bullied.</p> <p>Possible support services for the individual(s) who was (were) bullied and the individual(s) who bullied may include counseling and a student safety plan. Possible non-punitive support strategies for the individual(s) who bullied include, but are not limited to, a parent/student conference, counseling with the school counselor, education about the effects of bullying/harassment, a behavior contract, anger management training, positive behavioral supports (e.g. functional behavioral assessment, behavioral intervention plan), referral to an external mental health professional, or completion of community service. Different response strategies will be used if attempted strategies are ineffective. Following up with both the individual(s) who was (were) bullied and the individual(s) who bullied to monitor response efforts is the responsibility of the counselor and/or school principal. The school will ensure that individual(s) who were bullied and their families know how to report any subsequent problems.</p>
<p><b>VII. Sanctions (Consequences)</b></p>	<p>There will be appropriate sanctions for those participating in bullying. The developmental maturity levels of the parties, the levels of harm, the reasons surrounding the incident, the nature of the bullying, the context in which the alleged incidents occurred, and the past history of the parties involved will be considered when determining consequences. The school will follow a hierarchy of consequences for bullying (see Appendix A). Standard consequences for the individual(s) who bullied may include, but are not limited to, time out, loss of privilege, verbal reprimand, parental notification, detention, reassignment of seats in class, cafeteria, or bus, reassignment of classes, reassignment to another mode of transportation, completion of a letter of acknowledgement of actions with an apology to the individual(s) who was (were) bullied, repayment for damaged possessions, in-school suspension, out-of-school suspension, referral to law enforcement, or expulsion. Students will work with the counselor and/or school principal to create a behavior change plan if bullying behavior continues. The counselor and/or school principal is responsible for monitoring effectiveness of sanctions.</p>
<p><b>VIII. Communications</b></p>	<p>For reference by families and the wider community, USD 320's website and the website of the school will publicly and prominently feature this bullying policy, information about</p>

	<p>reporting bullying/harassment, and the name and contact information for the school administrator responsible for receiving incident reports. The counselor and/or school principal will also ensure that this policy is posted in the main office and that the full bullying policy, including all key components, is distributed annually in the student and staff handbooks.</p> <p>The school will also be responsible for posting the contact information for the school district's coordinators of Title VI for reporting of harassment based on race, color or national origin, Title IX for reporting of sexual and gender-based harassment, and Section 504/Title II for reporting of disability harassment.</p>
<b>IX. Evaluation</b>	<p>This school's bullying policy and its implementation will be evaluated using the data stored in the bullying/harassment incident database. Data will be used to identify patterns of bullying behavior and to evaluate effectiveness of prevention programming and the response procedure. Implementation and compliance with this school's bullying policy will be evaluated using a student and staff bullying policy implementation survey. This school's bullying policy will be reviewed and updated by an appointed committee on a yearly basis.</p>
<b>X. Training and Prevention Education</b>	<p>Our school takes a proactive approach to dealing with bullying by providing the following training and prevention education for our students and staff:</p> <ul style="list-style-type: none"> <li>• Social skills lessons are a regular part of the curriculum at our school. The <i>Second Step</i> program and its Bullying Prevention Unit are taught in all grade levels.</li> <li>• All staff go through the Bullying Prevention Unit online training on recognizing and responding to bullying effectively.</li> <li>• As part of the online training, teachers, counselors and administrators are trained on how to coach and create safety and behavior plans and follow-up with students involved in bullying.</li> <li>• Staff members are trained and given resources to help create a positive classroom climate to minimize the likelihood that bullying will occur.</li> </ul> <p>All school administrators and all staff will receive, at minimum, the bullying prevention training (e.g. <i>Second Step Bullying Prevention Unit</i> training) on recognizing and responding to bullying and an annual training on the school's bullying policy including staff roles and responsibilities, investigation protocols, creating student safety plans, monitoring of hot spot areas where bullying repeatedly occurs, and use of the incident reporting form. Staff members will also receive resources to help create a positive classroom climate to minimize the likelihood that bullying will occur. New staff will receive a copy of school policies and procedures within 30 days of contracted start date and participate in annual training on bullying/harassment. The school will use a database to track the training of all staff and teachers.</p> <p>Students will receive information on the recognition and prevention of bullying/harassment during educational lessons.</p>
<b>XI. Right to Redress of Individuals Who Were Bullied</b>	<p>This policy does not preclude individuals who were bullied from seeking legal remedies outside of the school/district to incidences of bullying/harassment.</p>
<b>XII. References</b>	<p>Ali R. (2010). <i>Dear Colleague Letter: Harassment and Bullying</i>. Washington, D.C.: United States Department of Education Office for Civil Rights</p>

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## West Elementary Bullying Consequence Matrix

<b>Behavior</b>	<b>First Offense</b>	<b>Second Offense</b>	<b>Third Offense</b>	<b>Beyond. . .</b>
<p><b>Emotional</b>-<i>harm to someone's self-esteem or feeling of safety</i></p> <p>(teasing, making fun of, calling mean names, giving dirty looks, insulting gestures, etc.)</p>	Written warning. Parent/guardian notified. Record incident on Incident Matrix.	Loss of recess until Bullying Essay Form completed. Parent/guardian notified. Record incident on Incident Matrix.	Three inside recesses and completion of Bullying Essay Form and Comprehension Packet. Parent/guardian notified. Record incident on Incident Matrix.	Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.
<p><b>Social</b>-<i>harm to someone's group acceptance</i></p> <p>(gossiping, spreading rumors, teasing publicly, exclusion, etc.)</p>	Written warning. Parent/guardian notified. Record incident on Incident Matrix.	Loss of recess until Bullying Essay Form completed. Parent/guardian notified. Record incident on Incident Matrix.	Three inside recesses and completion of Bullying Essay Form and Comprehension Packet. Parent/guardian notified. Record incident on Incident Matrix.	Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.
<p><b>Physical</b>-<i>harm to someone's body or property</i></p> <p>(intimidation, threats, hitting, pinching, pushing, kicking, defacing property, stealing, etc.)</p>	Written warning. Parent/guardian notified. Record incident on Incident Matrix.	Loss of recess until Bullying Essay Form completed. Parent/guardian notified. Record incident on Incident Matrix.	Three inside recesses and completion of Bullying Essay Form and Comprehension Packet. Parent/guardian notified. Record incident on Incident Matrix.	Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.
<p><b>Severe</b>-<i>most of these behaviors are against the law!</i> (physical, verbal, or emotional/social)</p> <p>(severe physical contact, threats of violence, severe harassment including sexual and racial, destroying property, assault with a weapon, etc.)</p>	Immediately referred to the office. Parent/guardian notified; police if necessary. One day of ISS or OSS. Loss of recess until Bullying Essay Form completed. Record incident on Incident Matrix.	Immediately referred to the office. Parent/guardian notified; police if necessary. Two days of ISS or OSS. Conference with parent/guardian. Loss of recess until Bullying Essay Form completed. Record incident on Incident Matrix.	Immediately referred to the office. Parent/guardian notified; police if necessary. Three days of ISS or OSS. Conference with parent/guardian. Loss of recess until Bullying Essay Form and Comprehension Packet completed. Record incident on Incident Matrix.	Contact SRO. Develop individual behavior plan/contract with support from Counselor, School Psych, Social Worker, or Principal. Conference with parent/guardian.